DOCUMENT RESUME

ED 419 447	HE 031 219
TITLE	Performance Indicators of California Higher Education, 1997. The Fourth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
INSTITUTION	California State Postsecondary Education Commission, Sacramento.
REPORT NO	CPEC-98-2
PUB DATE	1998-04-00
NOTE	96p.; See ED 403 832 for the 1996 report.
AVAILABLE FROM	California Postsecondary Education Commission, 1303 J St., Suite 500, Sacramento, CA 95814-2938; phone: 916-445-7933.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Persistence; *Access to Education; College Bound Students; *College Outcomes Assessment; College Preparation; Demography; Diversity (Student); Educational Assessment; Educational Finance; Educational Legislation; Educational Trends; Enrollment Trends; Higher Education; Limited English Speaking; State Aid; State Legislation; Student Experience; Tables (Data)
IDENTIFIERS	*California; *Performance Indicators

ABSTRACT

This fourth annual report presents background information on the development of performance indicators for California higher education, describes the scope of the current set of indicators, identifies highlights of recent trends, delineates some recent developments and future plans, and includes data on the full set of 75 performance indicators. The higher education performance indicators are divided into five categories; (1) characteristics of California's population, (2) fiscal support, (3) student preparation for college, (4) student access to college, and (5) student experiences and outcomes. Recent trends noted include a decline in the state's overall unemployment rate but an increase in youth unemployment; an increase of 12.6 percent in higher education's share of General Fund appropriations; continuing expansion in the number and diversity of high school graduates with limited English proficiency, who now account for nearly one-fourth of public school students; an increasing proportion of college-going students attending public universities and a decreasing proportion attending community colleges; and a slight decrease in the five-year persistence rates of freshmen at public universities. The report also includes a page on each of the 75 performance indicators showing trends in graphs, tables, and narrative. The text of the relevant statute (Assembly Bill 1808, Chapter 741, Statutes of 1991) is appended. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 419 447

SUPPORT
POPULATION
OUTCOMES
COLLEGE
ACCESS

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1997

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

CA Postsecondary
Education Commission

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

HE 031 219

APRIL 1998

COMMISSION REPORT 98-2

1

Summary

This report is the fourth annual report on performance indicators for California higher education prepared by California Postsecondary Education Commission pursuant to Assembly Bill 1808 (Hayden, Chapter 741 of the Statutes of 1991). The report presents background on the development of California's performance indicators for higher education, describes the scope of the current set of indicators reported by the Commission including highlights of recent trends based on current information, delineates some recent developments, as well as future plans, related to these indicators and includes the full set of 75 performance indicators.

The higher education performance indicators are divided into five categories: Characteristics of California's Population, Fiscal Support, Student Preparation for College, Student Access to College, and Student Experiences and Outcomes.

Additional copies of the report may be obtained from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938; telephone (916) 445-7933. This report is available on the Internet; please visit the Commission's home page at www.cpec.ca.gov for further information. Questions about the substance of the report may be directed to Jeanne Suhr Ludwig, senior policy analyst of the Commission, at (916) 322-8001, or from Marc C. Irish, assistant director of the Commission for information systems and administration, at (916) 322-8002.

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1997

The Fourth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

CONTENTS

Page	*Section*
1	Performance Indicators of California Higher Education, 1997
1	Introduction
1	Origins of the Report
2	Scope of Indicators
5	Recent Developments
7	Future Developments
9	1. Characteristics of California's Population
9	A. Age Composition of California's Population, 1980, 1990, 2000 and 2010 Projected
10	B. Racial/Ethnic Composition of California, 1980, 1990, 2000, and 2010, and United States, 1990
11	C. Racial/Ethnic Composition of the Population Living in Poverty in California and Nationally, 1990
12	D1. Annual Average Unemployment Rates for the Labor Force by Gender and Age Group, 1989-1996
13	D2. Annual Average Unemployment Rates for the Labor Force by Racial/Ethnic Group, 1989-1996
14	E1. Composition of the Population of California and the United States by Place of Birth, 1990
15	E2. Comparison of Language Spoken in the Home in California and in the United States, 1990
16	F1. Educational Attainment of Adults, 18 and Older, in California and Nationally, 1990
17	F2. Educational Attainment of California Adults, 18 Years and Older, by Racial/Ethnic Group, 1990
18	G1. California Average Annual Earnings by Level of Educational Attainment, 1989
19	G2. California Average Annual Earnings by Level of Educational Attainment by Gender, 1989
20	G3. California Average Annual Earnings by Educational Attainment Level by Major Racial/Ethnic Group, 1989
21	2. Fiscal Support
21	A. State General Fund Appropriations by Major Budget Area, 1991-92, 1995-96, and 1996-97
22	B. Systemwide Student Fee Revenues for Public Postsecondary Education, 1987-88 to 1996-97
23	C. Undergraduate Systemwide Fees and Nonresident Tuition in Public Postsecondary Institutions, 1992-93 to 1997-98

Page	Section
24	D1. Number of Cal Grant Applications, Eligibles, and Awards, 1991-92 Through 1996-97
25	D2. Number of Undergraduates with Cal Grants by System, 1991-92 to 1996-97
26	D3. Cal Grant Maximum Award by System and as a Proportion of Average Tuition and Fees, 1991-92 to 1996-97
27	E1. Total Financial Assistance Excluding Fee Waivers for Undergraduates in Public Colleges and Universities, 1991-92 Through 1994-95 *(under revision)*
28	E2. Total Institutional Grant Aid for Undergraduates in Public Colleges and Universities, 1991-92 Through 1994-95 *(under revision)*
29	E3. Financial Support for Undergraduates from Loans, 1991-92 Through 1994-95 *(under revision)*
30	F. Average Revenues for Instructionally Related Activities per Full-Time-Equivalent Student, 1991-92 to 1995-96
31	**3. Student Preparation for College**
31	A1. Public and Private High School Graduates by Major Geographic Region, 1986, 1990, and 1996
32	A2. Racial/Ethnic Composition of California's Public High School Graduating Class, 1986, 1992 Through 1996, and 2006 Projected
33	B. Dropout Rates in California's Public High Schools by Gender and Racial/Ethnic Group, 1992-93 to 1995-96
34	C. California's Public School Students Identified as Limited English Proficient, 1990 to 1996
35	D. Estimated Grade-Point Average of Public High School Graduates, 1983, 1986, 1990, and 1996
36	E1. Racial/Ethnic Background of California Public High School Graduates Completing University Preparatory Curriculum, 1986, 1990, and 1994 to 1996
37	E2. California Public High School Graduates Completing University Preparatory Curriculum, by Major Geographic Region, 1990, 1995, and 1996
38	F1. California Public School Twelfth Grade Men and Women Participating in Advanced Placement (AP) Examinations, 1986, 1990, 1994 to 1996
39	F2. Racial/Ethnic Background of Twelfth Grade Advanced Placement Test Takers from California Public Schools, 1986, 1990, 1994 to 1996
40	G1. Achievement of California Students Participating in the Scholastic Assessment Test (SAT) and the American College Test (ACT), as Compared to National Achievement, 1992 to 1996
41	G2. Achievement of California Men and Women on the Scholastic Assessment Test (SAT) and the American College Test (ACT), 1992 to 1996
42	G3. Achievement of Californians by Major Racial/Ethnic Group on the Scholastic Assessment Test (SAT) and the American College Test (ACT), 1994 to 1996
43	**4. Student Access to College**
43	A1. California High School Graduates Enrolling as First-Time Freshmen at California Public Colleges and Universities, 1991 Through 1996
44	A2. California 1996 Public High School Graduates and Those Enrolling as First-Time Freshmen in California Public Colleges and Universities, by Racial/Ethnic Group in Fall 1996

Page | *Section*

45 A3. College-Going Rates of California Public High School Graduates, by Racial/Ethnic Group, 1994 to 1996

46 B1. First-Time Freshmen by Racial/Ethnic Group at the California Community Colleges, Fall 1992 to Fall 1996

47 B2. First-Time Freshmen by Racial/Ethnic Group at the California State University, Fall 1992 to Fall 1996

48 B3. First-Time Freshmen by Racial/Ethnic Group at the University of California, Fall 1992 Though Fall 1996

49 B4. First-Time Freshmen by Racial/Ethnic Group at the California Independent Colleges and Universities, Fall 1992 to Fall 1996

50 C1. Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the California State University, 1994-95 to 1996-97

51 C2. Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the University of California, 1994 to 1996

52 C3. Disposition of Applications for Freshman Admission at California Independent Colleges and Universities, Fall 1994 to Fall 1996

53 D. Origins of New Undergraduate Transfer Students to the California State University and the University of California, Full-Year 1991-92 to 1996-97

54 E1. Full-Year Community College Transfers by Racial/Ethnic Group to the California State University, 1992-93 to 1996-97

55 E2. Full-Year Community College Transfers by Racial/Ethnic Group to the University of California, 1992-93 to 1996-97

56 E3. Community College Transfers Enrolling at 20 California Independent Colleges and Universities, Fall 1992 to Fall 1996

57 F1. Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the California State University, 1994-95 to 1996-97

58 F2. Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the University of California, 1994 to 1996

59 F3. Disposition of Applications for Admission by Transfer Students at California Independent Colleges and Universities, Fall 1994 to Fall 1996

60 G1. Graduate Enrollment by Racial/Ethnic Group at the California State University, Fall 1992 to Fall 1996

61 G2. Graduate Enrollment by Racial/Ethnic Group at the University of California, Fall 1992 to Fall 1996

62 G3. Graduate and Professional Enrollment by Racial/Ethnic Group at California Independent Colleges and Universities, Fall 1992 to Fall 1996

63 H1. Disposition of New Postbaccalaureate and Graduate Applications for Admission at the California State University, by Racial/Ethnic Group, 1994-95 to 1996-97

64 H2. Disposition of Applications for Graduate Admission by Racial/Ethnic Group, at the University of California, 1994 to 1996

65 5. Student Experiences and Outcomes

65 A1.a Five-Year Persistence Rates of Freshmen and Three-Year Rates for Community College Transfer Students Regularly Admitted at California's Public Universities, Fall 1985 and Fall 1990

Page *Section*

66 A1.b Five-Year Persistence Rates of Freshmen and Three-Year Rates for Community College Transfer Students "Admitted by Exception" at California's Public Universities, Fall 1985 and Fall 1990

67 A1.c Five-Year Persistence Rates of Freshmen with Disabilities and Three-Year Rates for Community College Transfer Students with Disabilities at California's Public Universities, Various Years

68 A2.a One-Year Persistence Rates for First-Time Freshmen and Community College Transfer Students Regularly Admitted, Fall 1991 to Fall 1995

69 A2.b One-Year Persistence Rates for First-Time Freshmen and Community College Transfer Students "Admitted by Exception," Fall 1991 to Fall 1995

70 A2.c Term-to-Term Persistence Rates of All Community College Students Enrolled for Credit and Community College Students with Disabilities, 1992-93 to 1995-96

71 B. Number of Students Served by Programs for Students with Disabilities in California Public Postsecondary Education, 1992-93 to 1995-96

72 C1. Associate Degrees Awarded at the California Community Colleges by Discipline, 1990-91 to 1995-96, with Change Between 1990-91 and 1995-96

73 C2. Pre-Baccalaureate Certificates Awarded at the California Community Colleges by Discipline, 1990-91 to 1995-96, with Change Between 1990-91 and 1995-96

74 D1. Baccalaureate Degrees Awarded at the California State University by Discipline, 1990-91 Through 1995-96, with Change Between 1990-91 and 1995-96

75 D2. Baccalaureate Degrees Awarded at the University of California by Discipline, 1990-91 Through 1995-96, with Change Between 1990-91 and 1995-96

76 D3. Baccalaureate Degrees Awarded at the California Independent Colleges and Universities, by Discipline, 1993-94 and 1995-96, with Change Between 1993-94 and 1995-96

77 E1. Master's Degrees Awarded at the California State University by Discipline, 1990-91 Through 1995-96, with Change Between 1990-91 and 1995-96

78 E2. Master's Degrees Awarded at the University of California by Discipline, 1990-91 Through 1995-96, with Change Between 1990-91 and 1995-96

79 E3. Master's Degrees Awarded at the California Independent Colleges and Universities by Discipline, 1993-94 and 1995-96

80 F1. Doctorate and First Professional Degrees Awarded at the University of California by Discipline, 1990-91 Through 1995-96, with Change Between 1990-91 and 1995-96

81 F2. Doctorate and Professional Degrees Awarded at the California Independent Colleges and Universities by Discipline, 1993-94 and 1995-96, with Change Between 1993-94 and 1995-96

82 G. Degrees Awarded at California Independent Colleges and Universities, 1990-91 to 1995-96, with Change Between 1990-91 and 1995-96

83 H. Composition of Full-Time Instructional Faculty in California Public Education, 1987 and 1996

85 Appendix: AB 1808 (Chapter 741, Statutes of 1991)

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1997

Introduction

This report is the fourth annual report on performance indicators of California higher education. It presents background on the development of performance indicators in California, describes the scope of the current set of indicators reported by the Commission, and delineates recent developments related to California higher education performance indicators.

Origins of the report

In 1991, the California Legislature passed and the Governor signed Assembly Bill 1808 (Hayden, Chapter 741 of the Statutes of 1991). This statute declares the Legislature's and Governor's intent that . . .

> demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these *improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money.*

The statute directed the California Postsecondary Education Commission to develop an annual report that provides information to the citizens of the State on significant indicators of performance of California's colleges and universities. It instructed the Commission to develop the format and content of the report in cooperation with the State's public colleges and universities.

Over a two-year period, the Commission developed the current set of performance indicators in response to Assembly Bill 1808 in cooperation with the systems of higher education in California. This fourth annual Commission report on the performance of California higher education provides the Governor, the Legislature, and the citizens of the State with information about California's colleges and universities and the students that they serve. The set of indicators in this report is the same as those that appeared in the 1996 report with the indicators revised to reflect current information.

A number of conditions present during the developmental discussions of these current indicators forced limitations on their scope. The breadth and complexity of California public higher education make the development of measures of performance that are comparable across systems very challenging. California has three unique -- but complementary -- systems of public higher education and educational options beyond high school are further enhanced by a wide array of independent colleges and universities and private postsecondary and vocational educational opportunities. By force of the State's Master Plan, each system has its specific missions, goals, and student populations. Further, because of the fiscal constraints experienced by the Commission and the State's public institutions of higher education in the early 1990s, indicators were limited to those measures for which existing data were available and for which agreement was reached among the systems as to uniformity of definition, usefulness, and validity. With these facts in mind, caution should be exercised in making intersegmental comparisons.

Scope of Indicators

In cooperation with representatives from the State's public and independent postsecondary institutions, the Commission identified five categories of information as pertinent to the performance of higher education in California. The following briefly summarizes the scope of each of these categories of indicators:

Population Context

The indicators in this section of the report contain information about the major demographic characteristics of the State's population in comparison to the nation's population. Californians -- in their roles as residents and taxpayers -- are the major users of postsecondary education as well as the major source of its fiscal support. Their changing characteristics present both challenges and opportunities for the State's educational institutions. Information on the educational attainment of Californians and their average annual income by level of education -- while not tied directly to the State's postsecondary institutions -- nonetheless provide an indication of the financial value of education in California.

Summary of recent trends

- California's declining unemployment rate is indicative of the State's strong economic recovery; however, unemployment has not yet fallen to its pre-recession level.
- The unemployment rate declined for both men and women and is now equal across genders at 7.2 percent.
- Counter to the overall trend, youth unemployment (among workers ages 16 to 19) actually increased in 1996.
- While the largest decrease in unemployment occurred among Black workers, their rate remains substantially above the statewide average.

Fiscal Context

Shifts in level and sources of support for public higher education in California have been central to many educational policy discussions in recent years. The indicators in this section describe changes in General Fund support, student fees, the State's Cal Grant program, institutional financial aid levels, and estimates on the revenues for instructional purposes at the State's postsecondary institutions.

Summary of recent trends

- Another strong indicator of economic recovery is growth in State General Fund appropriations that increased 7.7 percent in 1996-97.

- Higher Education's share of General Fund appropriations also increased to 12.6 percent but remains well below its pre-recession level.
- Student fee revenues increased in 1996-97 exclusively as a result of increases in enrollment; resident student fees were unchanged in all three systems.
- While the number of applicants and eligible applicants for Cal Grants decreased in 1996-97, the number of awards increased by 17.5 percent. As a consequence, the ratio of eligible applicants to awards decreased from 4.4 to 1 to 3.1 to 1.
- The number of undergraduates receiving Cal Grants increased while the maximum grant remained unchanged in the public postsecondary systems. At independent colleges and universities, the number of undergraduates receiving awards decreased slightly while the minimum award increased 36 percent; it now covers approximately 50 percent of the average amount of tuition and fees at these institutions.
- The 1995-96 average revenues for instructionally related activities increased by amounts substantially less than in the previous year in all systems, except community colleges; in that system, these revenues increased substantially for the first time since 1992-93.

Student Preparation for College

Information about changes among California's high school students, particularly as related to their academic preparation for college, provides essential benchmarks for postsecondary planning and evaluation. The indicators in this section examine changes in the demographic characteristics of the State's high school graduates as well as changes in their college preparatory course-taking and college admission test-taking patterns. Many of the trends noted last year continued in 1995-96.

Summary of recent trends:

- The size and diversity of the public high school graduating class continued to expand and is now expected to grow another 30 percent by 2006. Contributing to this growth was a declining drop-out rate.
- Nearly one-quarter of California public school students have limited proficiency in English.
- California high school students continued to expand their level of academic participation and performance.

  1. They earned better average grades in 1996 than in 1990.
  2. They continued to increase their participation in college preparatory classes, on Advanced Placement (AP) tests, and on standardized college admissions tests; and
  3. Their average test scores on these standardized tests have improved slightly.

Student Access to College

Understanding college participation patterns of students is fundamental to an assessment of postsecondary program and service delivery. The indicators in this section examine patterns of changes among entering students at several levels -- first-time freshmen, new community college transfer students, and new graduate students.

Summary of result trends:

- The statewide college-going rate did not change in 1996; however, the proportion attending public universities increased, while the proportion attending community colleges decreased.
- Declines in participation of students from all racial-ethnic groups contributed to the decrease at the community colleges. At the State University, participation increased for all groups, except Native Americans; at the University, participation rose for all groups, except Black and Latino public high school graduates.
- Despite the drop in the college-going rate, the community colleges enrolled more first-time freshmen from all groups, except Asian and Filipino students. At the State University, all groups, except Native Americans, contributed to its growth; at the University, freshman enrollments increased among students from all groups, except Black, Latino, and Native American freshmen.
- Fewer community college transfer students enrolled in the State's public universities in 1996-97. The primary reason was that there were fewer applicants.
- While graduate enrollments grew slightly from last year's level at public universities, these enrollments remain well below their level five years ago. At independent colleges and universities, graduate enrollments have steadily grown.

Student Experiences

The collegiate experiences of students form the core of the enabling legislation's intent -- to document changes in students' knowledge, capabilities and skills resulting from their college education. The indicators in this section present the only currently available "outcome" measures for postsecondary education that have relatively uniform definitions across systems. These indicators include graduation and persistence rates and degree production. The final indicator in this section displays the composition of the instructional faculty in California's public systems of education.

Summary of recent trends:

- Five-year persistence rates of freshmen at public universities decreased slightly, except among freshmen "admitted by exception" at the University. Three-year persistence rates of community college transfer students improved at the State University but declined at the University.
- First-year persistence rates of freshmen rose or were unchanged; these rates for community college transfer students improved only among those regularly admitted to the University.

- The number of associate degrees and pre-baccalaureate certificates awarded by the community colleges decreased slightly in the current year but the number was substantially larger than six years ago.
- Statewide baccalaureate degree production declined slightly in the current year as a result of fewer degrees awarded by the State University. This reflected enrollment decreases that occurred earlier this decade.
- The number of Masters degrees awarded in California decreased slightly in the current year due to decreases at independent colleges and universities.
- The number of doctoral degrees and health-related first professional degrees awarded declined in 1995-96 due to decreases at the University of California. The number of law degrees also decreased due the fact that independent colleges and universities awarded fewer of these degrees than previously.
- Women continued to increase their presence among public education faculty, including in the public schools where they comprise 72 percent of all teachers.
- The racial-ethnic composition of public education faculty continued to become more diverse but White faculty members still constitute over three-quarters of all full-time faculty.

Recent developments

While this set of performance indicators has not been revised recently, the public higher education systems in California have been engaged in a range of activities related to institutional quality and accountability. This section of the report will highlight some of these recent efforts.

California Community Colleges. The community colleges have at least two notable efforts underway in this area. The Chancellor's Office currently produces an annual report, *The Effectiveness of California Community Colleges on Selected Performance Measures*, developed in response to AB 1725 (1988). This report includes 60 measures in four accountability areas: Student Access, Student Success, Staff Composition, and Fiscal Conditions. Measures in a fifth category -- Student Satisfaction -- are currently in the planning stage. As the report indicates:

> The experience gained in preparing this report indicates that performance analysis can serve as a useful tool for planning and decision making, especially at the institutional level. Colleges are encouraged to replicate these measures at the institutional level to " identify the educational and fiscal strengths and weaknesses in order to improve the quality in community colleges," as intended by AB 1725.

The community colleges have embarked on a second intensive effort in this arena, known as "Partnership for Excellence." This effort is a mutual commitment by the State of California and the California Community Colleges to "significantly expand the contributions of the community colleges to the social and economic success of California." This commitment involves a substantial infusion of funding for basic support by the State in exchange for specific student and performance outcomes from the system. The State and the California Community Colleges are in the process of identifying the specific performance outcomes and levels of improvement in the areas of student access, student success, and academic and vocational program outcomes. Reporting on these outcomes is expected to commence in 1998-99.

The California State University. In 1996, the California State University embarked on a comprehensive systemwide planning process known as "Cornerstones." This initiative identified four policy goals: (1) Educational results; (2) Access to higher education; (3) Financial stability; and, (4) University accountability. In the recently published *The Cornerstones Report*, a series of principles are presented, accompanied by specific recommendations aimed at achieving these policy goals. Some of the recommendation that directly bear on the focus of this Commission report are:

1d. The commitment to develop indicators of institutional accountability that demonstrate the university's achievement of the outcomes to which it is publicly committed.

2a. The regular surveying of student educational needs, aspirations, and priorities, and the assessment of the extent to which we are meeting them.

7a. The California State University is a public teaching-centered institutions. The State of California must maintain its basic commitment for public tax support of this institution now and into the future. As a result, the CSU must acknowledge, ensure, and document, that it is fully accountable to the people of the State of California.

7h. . . . The public must believe that costs being charged are reasonable and that quality is being maintained, through evidence provided in an accountability system that includes public reports.

9a. The CSU will expand and/or develop mechanisms for assessing institutional performance in the areas of student achievement, student satisfaction, the quality of teaching and support services, administrative effectiveness, the provision of service to the community and to the state's economy and society, alumni satisfaction, employer satisfaction, and faculty and staff satisfaction.

9b. The CSU will develop a variety of annual reports, appropriately formatted to reach different audiences, which will serve to inform the pubic regarding our performance.

Early in 1999, the campuses of the State University will survey their students in the fifth administration of the *Student Needs and Priorities Survey (SNAPS)*. Besides capturing indicators about students' overall satisfaction with their campuses and academic programs, the survey asks students to assess the importance of a wide range of campuses services and programs and the effectiveness of these services.

The University of California: In response to four separate legislative mandates, the University of California prepares two annual reports. The first -- Report on Undergraduate Instruction and Faculty Teaching Activities -- describes actions taken by campuses to continue to implement instructional improvements at the undergraduate level, delineates faculty workload policies, and describes faculty instructional activities on the campuses. The second report, that focuses on Programs to Assist Students to Graduate Within Four Years, examines the proportion of each entering class who return to enroll in their second, third, and fourth years and the average time students are enrolled before earning their undergraduate degree.

All UC campuses conduct regular surveys to monitor student experiences and satisfaction and the Office of the President has begun a collaborative activity to develop reliable survey instruments that can be used by all campuses to collect the opinions of enrolled student and alumni in order to understand better the ways in which undergraduates approach and evaluate their educational experiences. During 1996-97, several campuses piloted survey instruments for use with currently enrolled undergraduates. Detailed analyses of both the student responses and the reliability and validity of the survey instruments are underway. Several campuses also piloted instruments for use with recent baccalaureate recipients. Preliminary data from two of those campuses suggest that more than eighty percent of respondents were satisfied or very satisfied with the course content in their majors and with their overall academic experience. Close to 90 percent were satisfied with their overall campus experience.

The University also periodically prepares reports to the broader community. In 1995, the University published *UC Means Business* which described some of the economic contributions the University has made to the State and the nation. Another recent report, *From Community to Campus*, followed in 1997 and provided information about the public service activities of the University. A soon-to-be published report will review new instructional strategies and describe the ways in which University faculty are using these technologies to enhance student learning.

In summary. The variety of activities currently underway in public higher education in California underscores the urgent need to re-examine the current set of indicators to determine the ways in which they should be revised and improved as a means of informing Californians about the performance of their higher education system.

Future developments

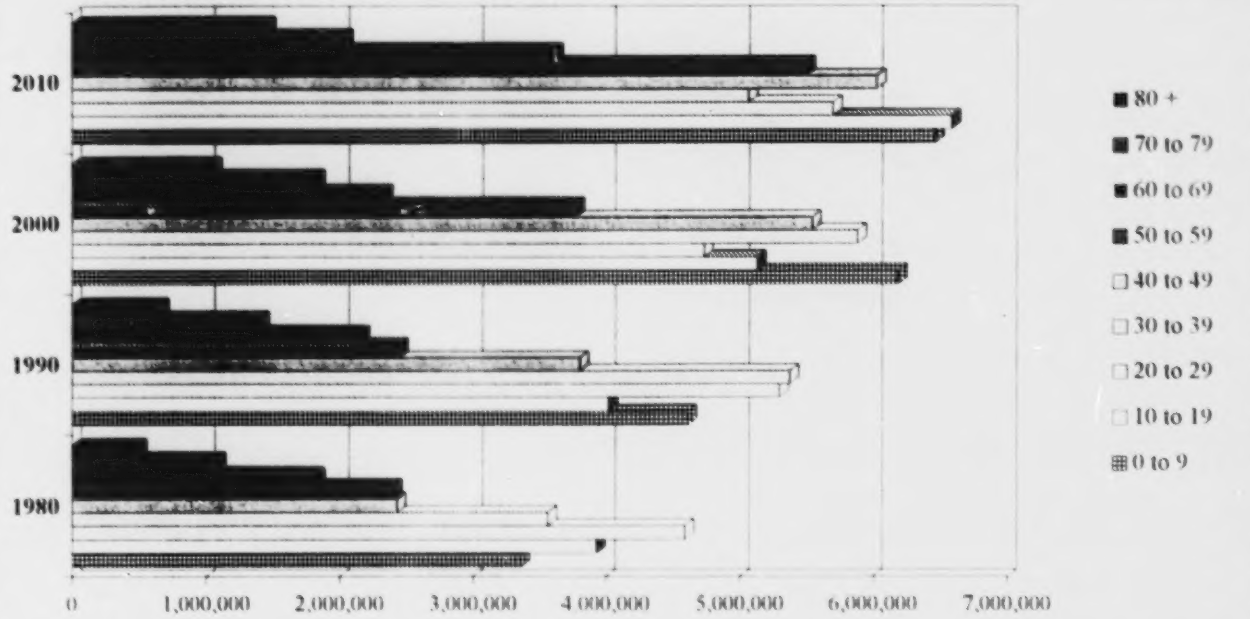
The current set of indicators presents information that was readily identified and agreed upon by the systems of postsecondary education as pertinent indicators of their performance. Considerable effort was taken to assure consistent definitions of these indicators across systems. The Commission believes that these indicators were useful tools for assisting public policy analyses. Unfortunately, this set of indicators was not fully responsive to AB 1808 that called for measures that identified and measured demonstrable improvements in students' knowledge, capacities, and skills.

The Commission has continued to stress the need for California's postsecondary education enterprise to articulate a base upon which it can assess improvements in teaching and learning. While recognizing that not all the factors that enhance productivity can be quantified, the Commission believes that the State and its institutions of postsecondary education need a means by which they can assess their progress. Such information about student outcomes is critical if educational institutions are to maintain support for their core functions and serve the people of California.

Given the activities already underway within each system, a comprehensive and critical review of the current statewide performance indicators in this report is needed. During the coming year, the Commission will consult with the AB 1808 Advisory Committee to review the current set of indicators in light of the intent of the enabling legislation and the planning goals and objectives of the systems in order to enhance the benefits from this report for all educational policy makers and to the public.

A.

Age Composition of California's Population, 1980, 1990, 2000 and 2010 Projected

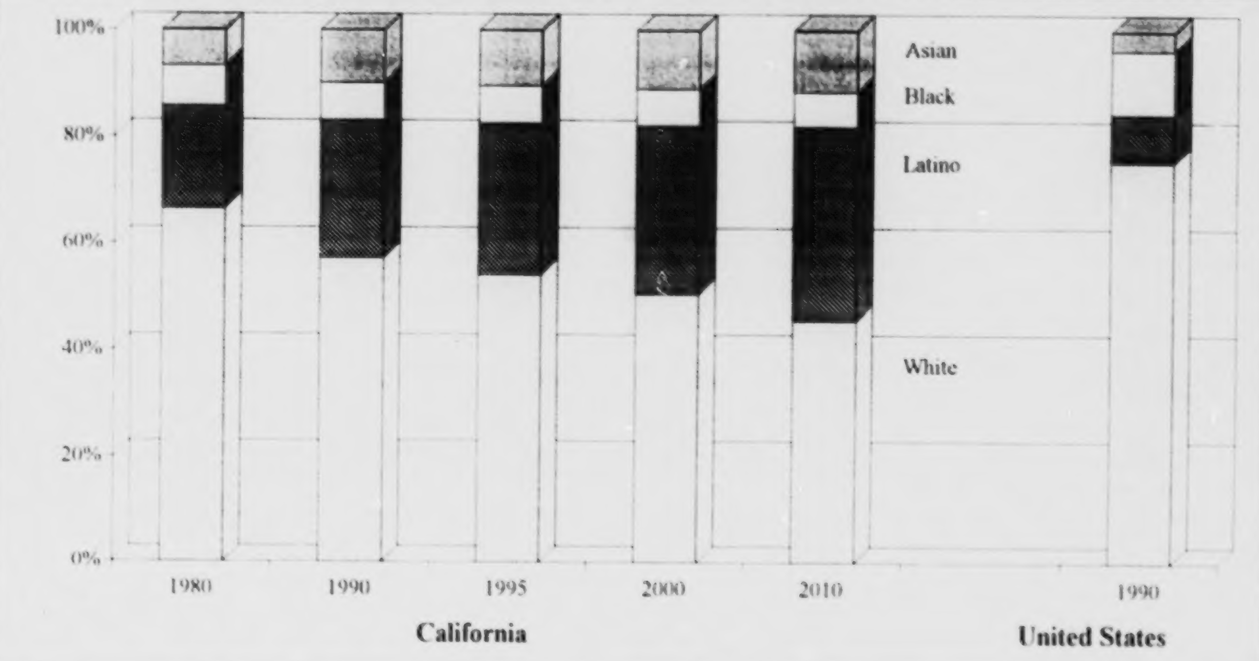


	1980		1990		2000		2010	
Age	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**
0 - 9	3,358,748	14.2	4,608,417	15.5	6,185,884	17.0	6,459,004	15.2
10 -19	3,926,484	16.6	4,015,354	13.5	5,125,119	14.1	6,580,520	15.5
20 - 29	4,588,929	19.4	5,296,851	17.8	4,729,547	13.0	5,695,782	13.4
30 - 39	3,562,495	15.1	5,374,391	18.1	5,881,538	16.1	5,061,516	11.9
40 - 49	2,426,628	10.3	3,800,532	12.8	5,540,510	15.2	6,025,567	14.2
50 - 59	2,397,940	10.1	2,440,575	8.2	3,766,338	10.3	5,494,257	13.0
60 - 69	1,831,675	7.7	2,158,218	7.3	2,340,087	6.4	3,610,746	8.5
70 - 79	1,080,137	4.6	1,405,070	4.7	1,819,849	5.0	2,024,026	4.8
80+	494,866	2.1	660,883	2.2	1,054,985	2.9	1,456,719	3.4
Total	***23,667,902***		***29,760,291***		***36,443,857***		***42,408,137***	

Definition of Measure:	Composition of California's population by age according to the 1980 and 1990 Census and the Department of Finance Demographic Research Unit population projections for 2000 and 2010.
Use(s) of Measure:	This measure describes the size of the current and future potential service population for California postsecondary education institutions for planning and evaluation purposes.
Related Measures:	Measure I.A.2. on the next page follows the 1990 cohort as it grows older and I.B. describes the changing ethnic composition of California's population from 1980 to 2010.
Comparison Group:	The twenty-year comparison period was chosen as the current planning time frame for postsecondary education.
Analysis:	By 2000, the number of children under nine is expected to increase by 1.5 million. By 2010, these children will potentially begin to place enormous demand on postsecondary education. Over this same period, the number of those over 80 will double, potentially placing enormous demand on the State's health and welfare sector. The baby-bust generation will be the 20-29 year old cohort in 2000 and the 30-39 year old cohort in 2010 which has enrollment and tax support implications.

B.

Racial/Ethnic Composition of California, 1980, 1990, 2000, and 2010 and United States, 1990



Year	California 1980	California 1990	California 1995	California 2000	California 2010	United States 1990
Asian/Other	6.7	9.9	10.4	11.0	11.4	3.6
Black	7.5	7.0	7.0	6.8	6.6	11.8
Hispanic	19.2	25.9	28.4	31.6	36.3	9.0
White	66.6	57.2	54.2	50.6	45.7	75.6

Definition of Measure: Composition of California's population by major racial/ethnic groups according to the 1980 and 1990 U.S. Census and California Demographic Research Unit population projections for 2000 and 2010.

Use(s) of Measure: This measure describes the current and future potential service population by racial/ethnic groups for California postsecondary education institutions for planning and evaluation purposes.

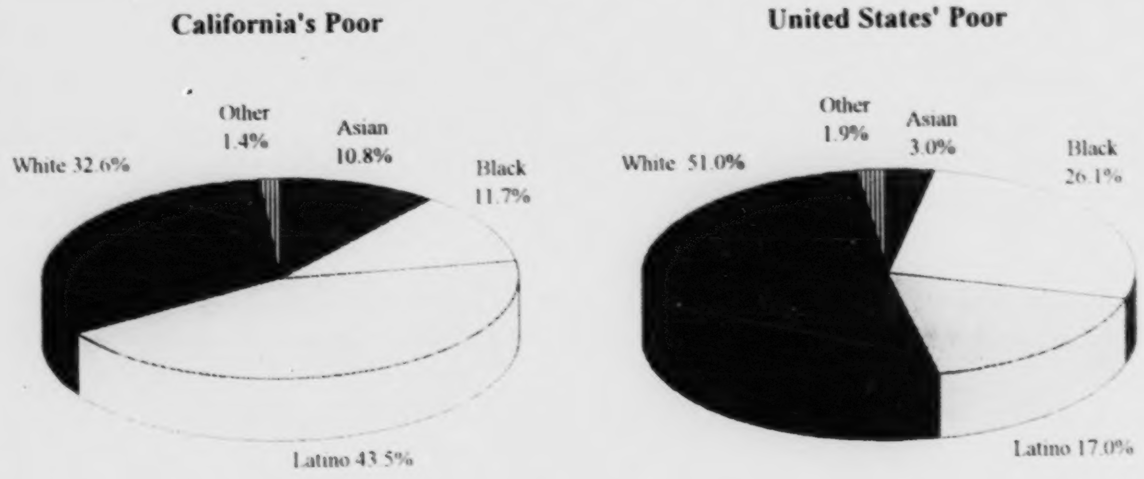
Related Measures: With Measure I.A., it describes the changing demography of California's population.

Comparison Group: Issues related to educational equity are likely to persist over the next twenty-year planning period for postsecondary education.

Analysis: California will become the first mainland state to have a majority non-White population sometime around the turn of this century. California has a much larger representation of Latino and Asian residents and a smaller proportion of Black residents than the nation as a whole. Subsumed within these broad categories are also major population variations in terms of language and cultural heritage.

C.

Racial/Ethnic Composition of the Population Living in Poverty in California and Nationally, 1990



	California		United States	
Racial/ethnic group	Percent of All Poor	Poor as Percent of Each Group	Percent of All Poor	Poor as Percent of Each Group
Asian	10.8	14.1	3.0	13.4
Black	11.7	19.8	26.1	28.3
Latino	43.5	20.5	17.0	24.8
White	32.6	6.8	51.0	10.1
Other	1.4	20.0	1.9	30.3

Definition of Measure: Racial/ethnic composition of the populations with income levels below the poverty threshhold for their family size in California and in the United States from the 1990 U.S. Census.

Use(s) of Measure: This measure describes the racial/ethnic composition of that portion of California's and the nation's population that is most likely to be in need of social assistance.

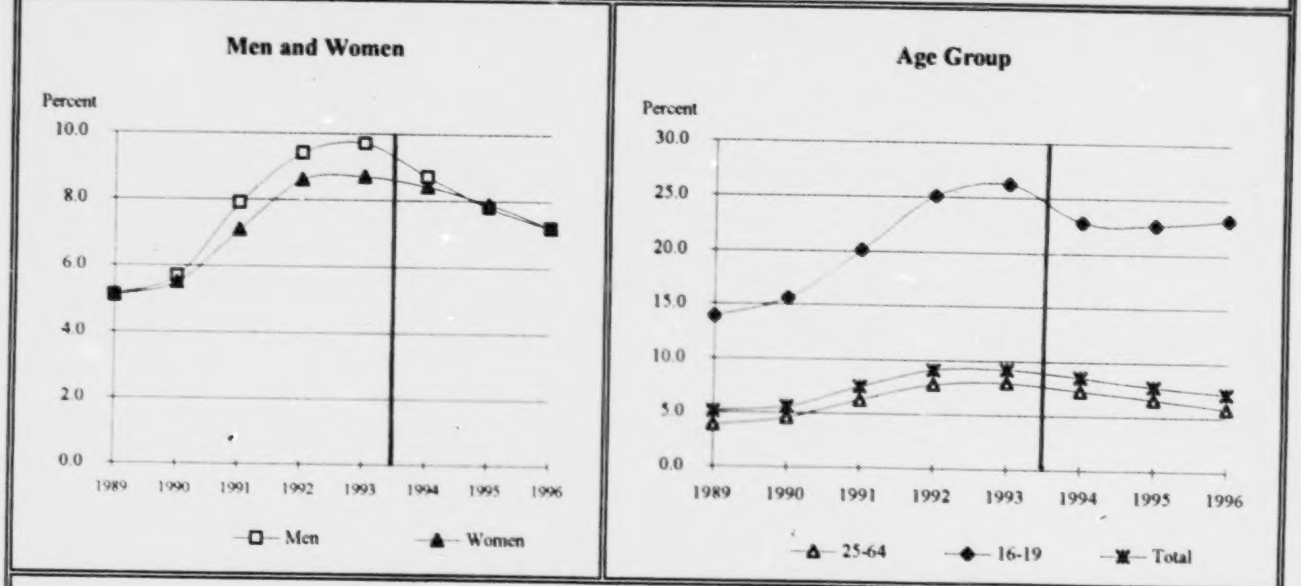
Related Measures: Measures I.A. and I.B. on the previous pages provides the total population context for this measure.

Comparison Group: The racial/ethnic composition of the nation's population living in poverty was used as the comparison primarily to highlight the similiarities and differences among these groups.

Analysis: Socioeconomic status is obviously very skewed by racial/ethnic group and the combination of these characteristics identifies a subpopulation that is currently underrepresented in postsecondary education, and whose basic subsistence needs may compete with postsecondary education for the available public resources.

D.1.

Annual Average Unemployment Rates for the Labor Force by Gender and Age Group, 1989-1996



	Men	Women
1989	5.1	5.1
1990	5.7	5.5
1991	7.9	7.1
1992	9.4	8.6
1993	9.7	8.7
1994 *	8.7	8.5
1995 *	7.8	7.9
1996 *	7.2	7.2

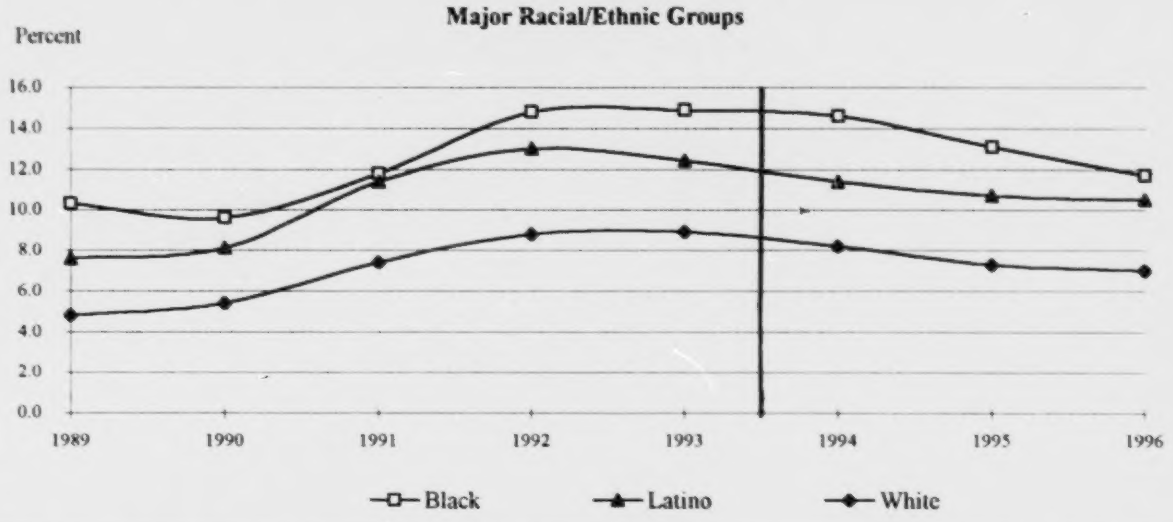
	25-64	16-19	Total
1989	3.9	13.9	5.1
1990	4.6	15.6	5.6
1991	6.3	20.1	7.5
1992	7.8	25.1	9.1
1993	8.0	26.2	9.2
1994 *	7.3	22.8	8.6
1995 *	6.6	22.6	7.8
1996 *	5.8	23.1	7.2

*Note: Data not comparable to historical data due to Current Population Survey (CPS) redesign for 1994.

Definition of Measure:	Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.
Use(s) of Measure:	Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.
Related Measures:	Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.
Comparison Group:	The timeline emphasizes the depth of the current recession while the gender and age comparisons illustrate the differential impact of limited employment opportunities.
Analysis:	California's decreasing unemployment rates during 1996 reflect the State's continuing economic recovery. The rates for men and women dropped more than half a percentage point to 7.2 percent for each. Unemployment among those 25 to 64 years old declined to 5.8 percent; however, youth unemployment actually increased a half of a percentage point to 23.1 percent. None of the unemployment rates for any of the reported groups of workers have yet dropped to their pre-recession levels.

D.2.

Annual Average Unemployment Rates for the Labor Force by Racial/Ethnic Group, 1989 to 1996



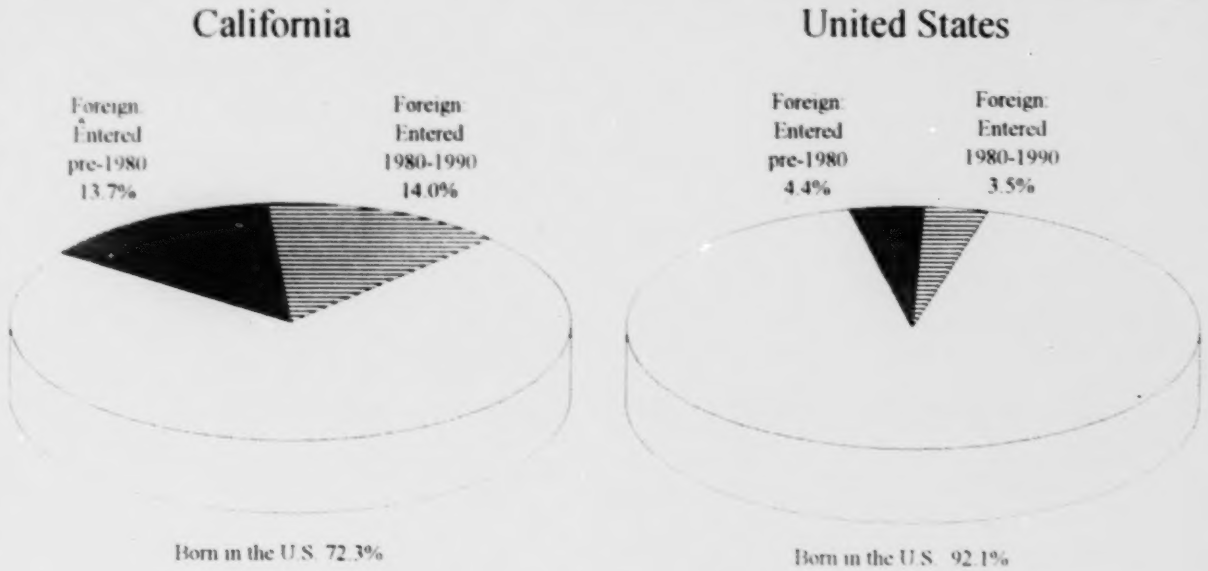
	Black	Latino	White	Total
1989	10.3	7.6	4.8	5.1
1990	9.6	8.1	5.4	5.6
1991	11.8	11.4	7.4	7.5
1992	14.8	13.0	8.8	9.1
1993	14.9	12.4	8.9	9.2
1994 *	14.6	11.4	8.2	8.6
1995 *	13.1	10.7	7.3	7.8
1996 *	11.7	10.5	7.0	7.2

***Note:** Data not comparable to historical data due to Current Population Survey (CPS) redesign in 1994.

Definition of Measure:	Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.
Use(s) of Measure:	Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.
Related Measures:	Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.
Comparison Group:	The timeline emphasizes the depth of the current recession while the racial/ethnic group comparisons illustrate the differential impact of limited employment opportunities.
Analysis:	Unemployment rates continued to decrease for workers from the three major racial/ethnic groups -- Black, Latino, and White workers. Black workers showed the largest drop with a 1.4 percentage point decline. The decreases in the unemployment rates for Latino and White workers were much small -- 0.2 and 0.3 percentage points, respectively. This differential change in rates across groups resulted in a somewhat narrower difference in the rates among these groups. No group has an employment rate equal to its pre-recession level.

E.1.

Composition of the Population of California and the United States by Place of Birth, 1990

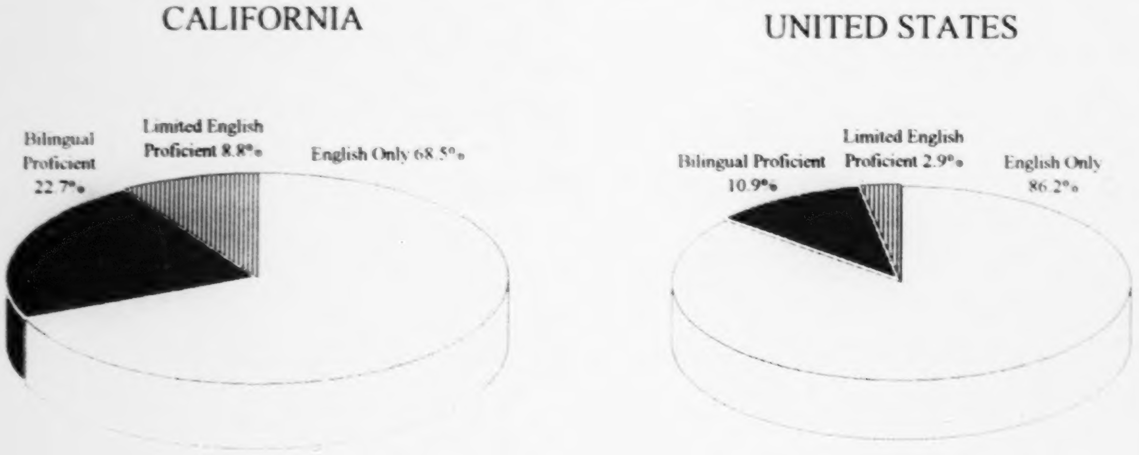


Place of Birth	California	United States
In the United States	72.3	92.1
Foreign, Entered pre-1980	13.7	4.4
Foreign, Entered 1980 to 1990	14.0	3.5

Definition of Measure:	Composition of the population of California and the United States based on place of birth within and outside of the United States and further differentiated by time period of entry to the U.S. from the 1990 U.S. Census.
Use(s) of Measure:	The measure describes the international in-migration of California's population in contrast with the overall national in-migration.
Related Measures:	Measure I.E.2. that displays English use and proficiency may be related to levels of the population's mobility.
Comparison Group:	The national comparison is made to highlight the greater diversity within California's population.
Analysis:	Three and a half times as many Californians were born outside the United States than is the case for the nation as a whole. In addition, a larger proportion of these immigrants entered the state during the 1980s than in the entire pre-1980 period. These very gross numbers camouflage the enormous diversity in language and culture these new residents bring to California. While this diversity contributes to the social, economic, and educational challenges facing the state, it also contributes to the vitality of the state and, if responded to appropriately, contributes to greater opportunities in the international arena.

E.2.

Comparison of Language Spoken in the Home in California and in the United States, 1990



Language Spoken at Home	California	United States
English Only	68.5	86.2
Bilingual Proficiency	22.7	10.9
Limited English Proficiency	8.8	2.9

Definition of Measure: Composition of the population of California and the United States from the 1990 U.S. Census based on the language spoken at home.

Use(s) of Measure: This measure assists in understanding how California's population differs from that of the U.S. in English language acquisition highlighting potential educational needs as well as multilingual skills.

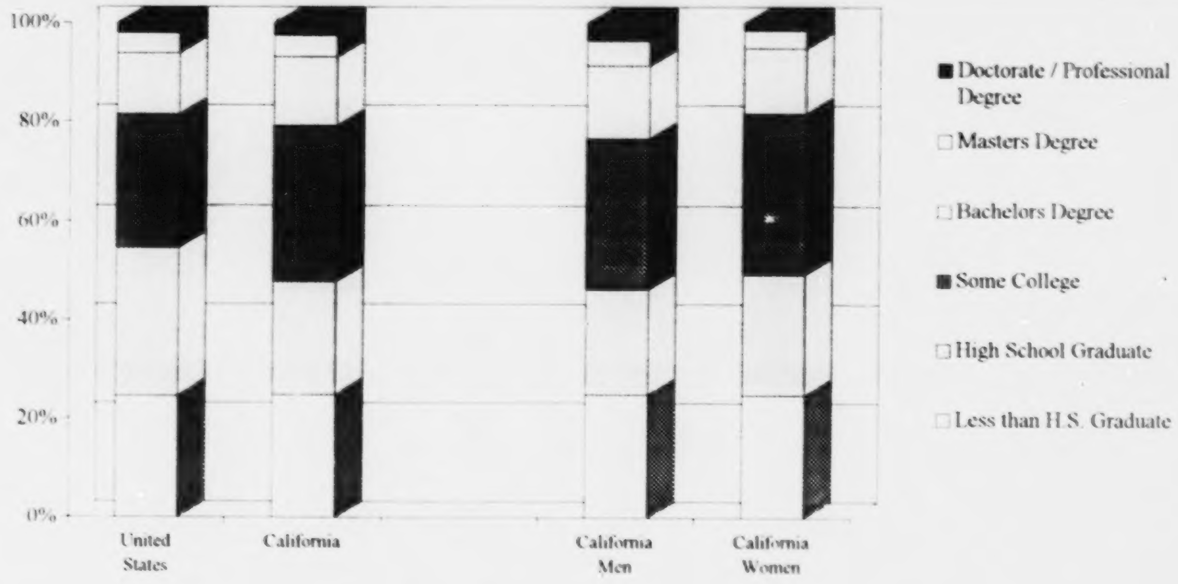
Related Measures: Measure III.C. reflects this characteristic in the K-12 student population. Measure I.E.1. highlights recent foreign immigration that may be correlated with this measure.

Comparison Group: The national comparison is made to highlight the special needs within California.

Analysis: The proportion of Californians with limited English proficiency is three times the national rate. The need for adult education course in English as a Second Language (ESL) is critical in some parts of the state. On the other hand, the proportion of the state's population that is bilingually proficient is twice that of the nation's population. These individuals, provided they receive adequate educational opportunities and support, can be a tremendous asset for meeting the state's educational needs, as well as enhancing its economic viability in the international arena.

F.1.

Educational Attainment of Adults, 18 Years and Older, in California and Nationally, 1990

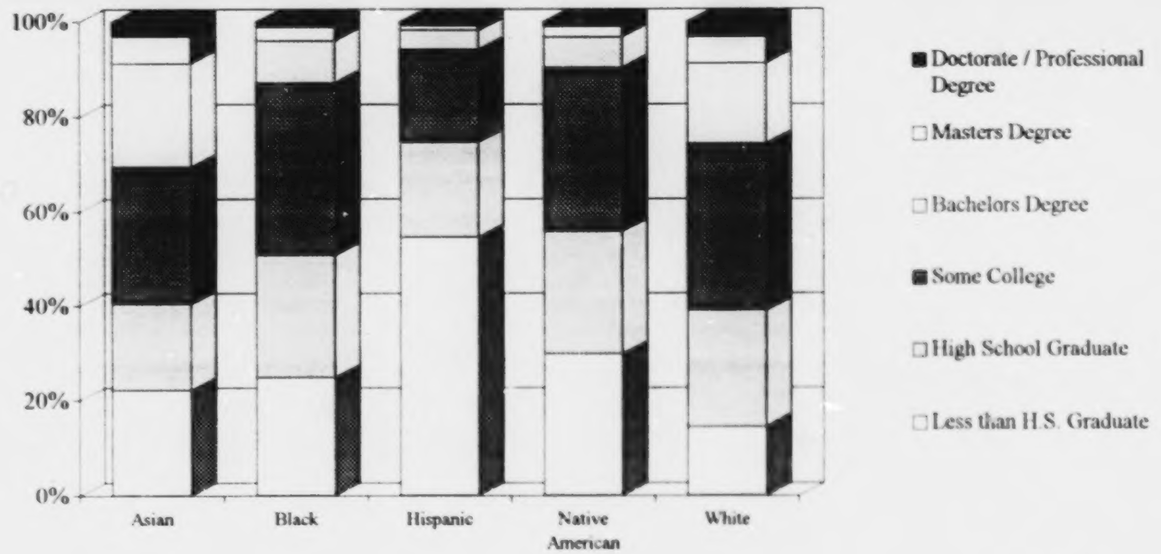


	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
UNITED STATES	24.6	30.1	26.8	12.3	4.1	2.2
CALIFORNIA	24.8	23.1	31.3	13.9	4.4	2.6
California Men	24.9	21.5	30.4	14.6	5.1	3.6
California Women	24.8	24.6	32.3	13.1	3.7	1.5

Definition of Measure:	Level of educational attainment of California and national adult population, 18 years and older, as reported in 1990 U.S. Census.
Use(s) of Measure:	This measure describes the composition of California's total adult population and by gender in terms of educational attainment in comparison to that of the nation.
Related Measures:	Measure I.F.2. describes variation in educational attainment within California's population while Measures III.A., III.B. and IV.A. describe emerging patterns of education participation.
Comparison Group:	The national comparison provides a context within which to consider variations in educational attainment.
Analysis:	While the proportion of California's and the nation's adult population that has not completed high school is very similar, a larger proportion of Californians have had collegiate experience. At each degree level, the proportion of Californians with such credentials exceeds the national proportion. While a larger proportion of women than men complete high school and have some collegiate experience, the proportion of men earning collegiate degrees exceeds the proportion of women with degrees.

F.2.

Educational Attainment of California Adults, 18 Years and Older, by Racial/Ethnic Group, 1990

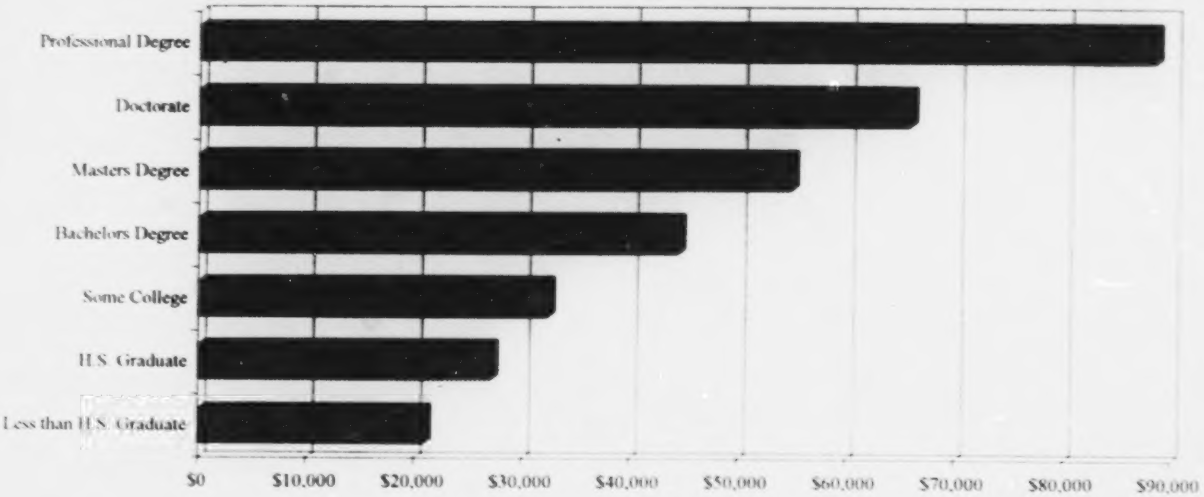


	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
Asian	22.3	18.2	29.1	21.7	5.6	3.2
Black	24.9	26.0	36.3	8.9	2.8	1.2
Hispanic	54.6	20.1	19.4	4.0	1.1	0.8
Native American	29.8	26.1	34.5	6.4	2.2	1.1
White	14.5	24.5	35.3	16.9	5.5	3.3
Total California	24.8	23.1	31.3	13.9	4.4	2.6

Definition of Measure	Level of educational attainment in California adult population 18 years and over by racial/ethnic group as reported by the 1990 U.S. Census.
Use(s) of Measure:	This measure describes the current status of educational attainment among Californians, by racial/ethnic group, as a baseline for examining current and future trends in participation in education.
Related Measures:	Measure III.A., III.B. and IV.A. describe emerging patterns of educational participation and attainment. Measure I.G. describes variations in annual earnings by level of education attainment.
Comparison Group:	Differences among Californians of different racial/ethnic groups as well as between Californians and Americans generally paints a complex picture of educational participation.
Analysis:	Huge differences in educational attainment exist among Californians from different racial/ethnic groups highlighting variations in potential educational needs and likely earning capability as suggested by Measure I.G. This measure is also undoubtedly affected by immigration patterns presented in I.E. Consideration of the correlation between ethnicity and socio-economic status is pertinent to interpreting these differences.

G.1.

California Average Annual Earnings by Level of Educational Attainment, 1989

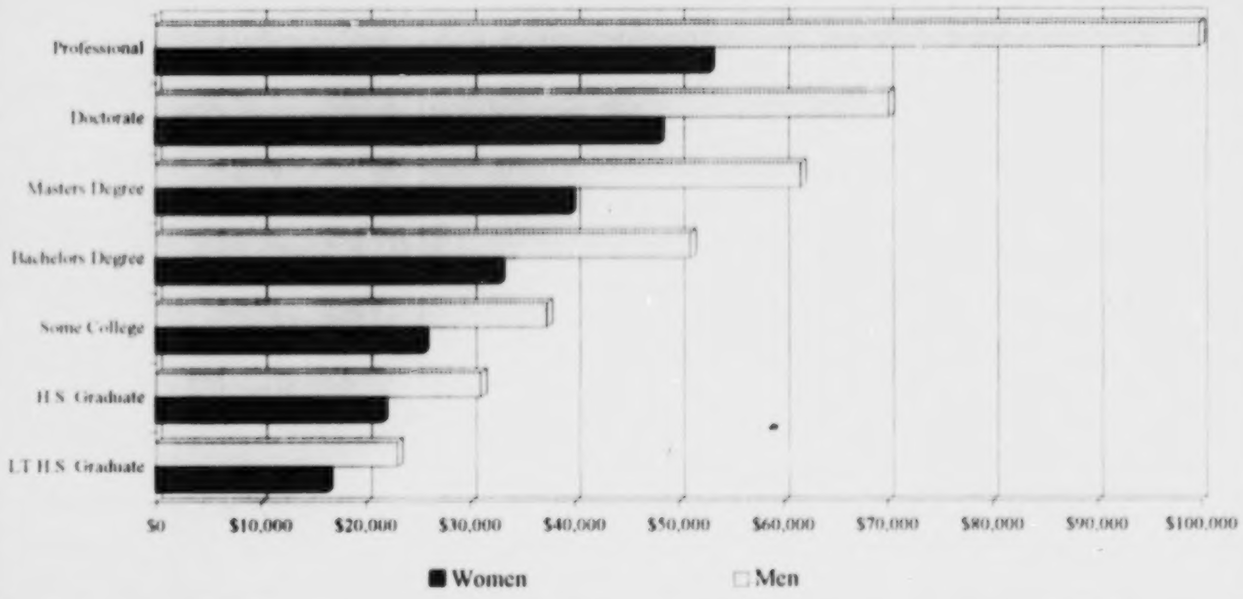


	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Annual Income	$20,816	$27,009	$32,280	$44,414	$54,782	$65,738	$88,296

Definition of Measure:	Average annual income of California civilians, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.
Use(s) of Measure:	This measure describes the differences in average annual income earned in California in 1989 by individuals working full-time with different levels of education. From these data, income differentials by educational level can be imputed.
Related Measures:	Measure I.F.1. describes differences in educational attainment among the 18 and older population. Measure I.D. describes unemployment in California.
Comparison Group:	This measure focuses on average income across levels of education to emphasize the income differences related to educational level. Income differentials exist across gender and racial/ethnic groups as well but differentials across educational level persist.
Analysis:	On the average, with each additional level of educational attainment, full-time workers can expect a substantial increase in annual earnings. The differential earnings related to receiving a Bachelors degree over a high school diploma is $17,000. In order to estimate payback on investing in an undergraduate degree, these differentials for young adults would be needed. However, it is clear that those with more education are likely to earn more over their career and are likely to make greater tax contributions.

G.2

California Average Annual Earnings by Level of Educational Attainment by Gender, 1989



Annual Income	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Men	$22,999	$31,002	$37,352	$51,141	$61,675	$70,126	$99,789
Women	$16,208	$21,423	$25,384	$32,678	$39,476	$48,025	$52,823

Definition of Measure: Average annual income of California men and women, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences between men and women in average annual income earned in California in 1989 by individuals working full-time with different levels of education.

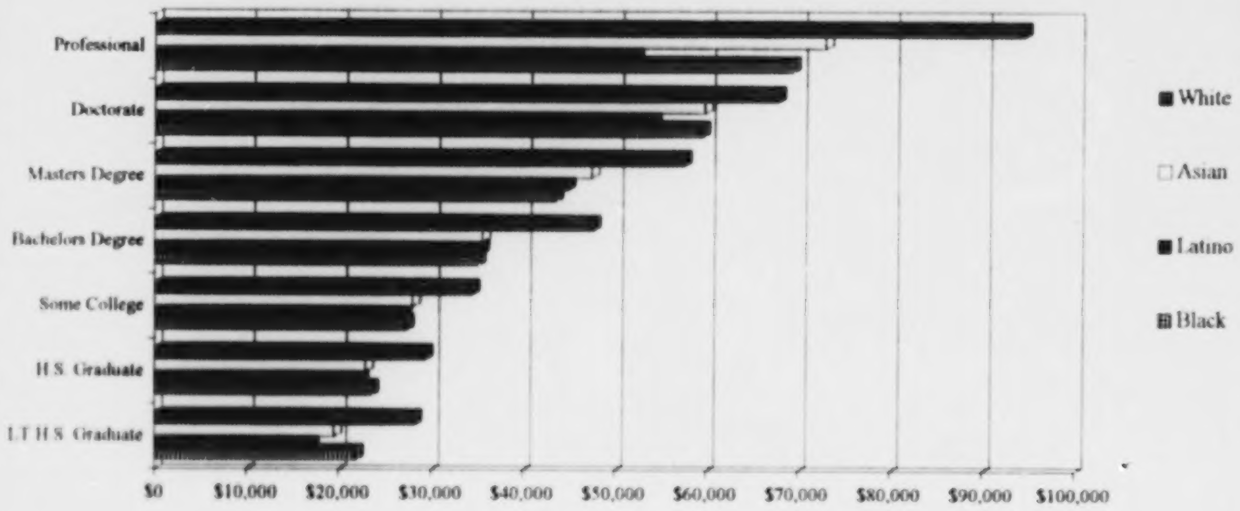
Related Measures: Measure I.F.1. describes differences in educational attainment of men and women, 18 and older. Measure I.D.1. describes unemployment by gender in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences between men and women with the same educational level.

Analysis: On the average, women working full-time earn 70 percent or less than men with the same education. These differentials are affected by the disproportionately greater representation of men among older, and thus more experienced and higher paid, full-time workers. In addition, differences in choices of academic disciplines and career fields undoubtedly contribute to these differentials. Women are also more likely than men to leave the workforce for some period of time to bear and raise children that would reduce their overall earning potential.

G.3.

California Average Annual Earnings by Educational Attainment Level by Major Racial/Ethnic Group, 1989



Annual Income	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Asian	$19,461	$22,886	$27,928	$35,555	$47,430	$59,726	$72,844
Black	$21,807	$23,416	$27,235	$35,033	$43,465	$59,451	$69,224
Latino	$17,020	$22,353	$27,019	$35,441	$44,770	$54,100	$52,119
White	$28,173	$29,356	$34,417	$47,569	$57,410	$67,655	$94,374

Definition of Measure: Average annual income of California civilians, 18 years and older, by major racial/ethnic group, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences in average annual income earned by full-time workers from different racial/ethnic groups in California in 1989 by level of education. From these data, income differentials by racial/ethnic group within educational level can be imputed.

Related Measures: Measure I.F.2. describes differences in educational attainment by racial/ethnic group among the 18 and older population. Measure I.D.1. describes unemployment by racial/ethnic group in California.

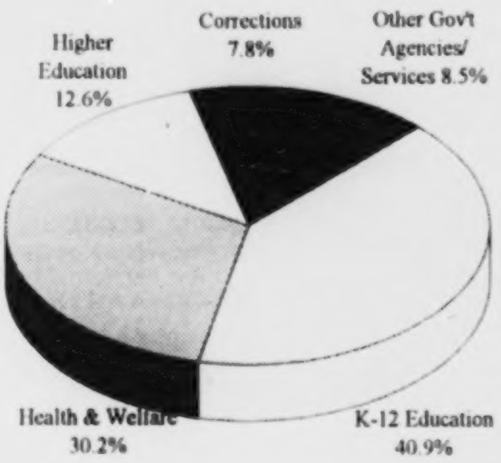
Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences among workers from different racial/ethnic groups with the same educational level.

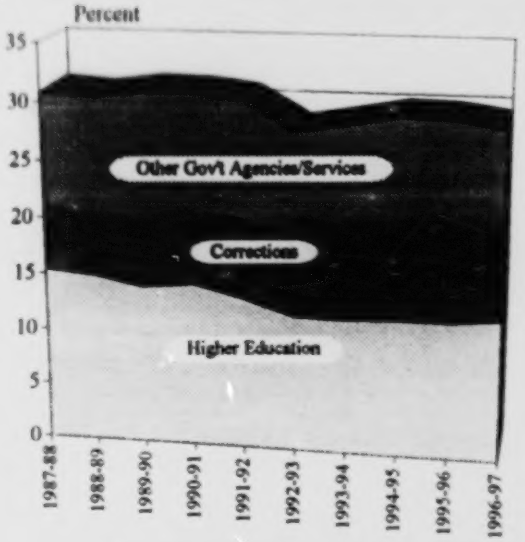
Analysis: Regardless of racial/ethnic group, additional educational attainment nets substantial increases in average annual income. While the differences in income among Asian, Black, and Latino full-time workers with the same level of educational attainment are quite small, income of White full-time workers is substantially greater. These differences, particularly among those with college degrees, are affected by the differentially greater representation of White workers among older, and thus more experienced and higher paid, workers.

A.

State General Fund Appropriations by Major Budget Area, 1991-92, 1995-96, and 1996-97

Distribution of 1996-97 Budgeted Appropriations
(in thousands of dollars)





	1991-92	1995-96	1996-97*	Percent of Total
Total State General Fund	43,303,359	45,393,091	48,901,312	
Public K-12 Education**	16,416,016	17,790,572	19,987,894	40.9
Health & Welfare**	13,680,048	14,263,715	14,760,704	30.2
Higher Education	5,831,201	5,531,092	6,180,268	12.6
Corrections	3,049,195	3,946,020	3,833,861	7.8
Other Government Agencies/Services	4,326,899	3,861,692	4,147,585	8.5

**Budgeted*

***statutorily determined*

Proportion Appropriated to Non-Statutorily Determined Categories, 1987-88 to 1996-97

	Higher Education	Corrections	Other
1987-88	15.4	5.6	9.8
1988-89	15.0	5.6	9.9
1989-90	14.2	6.2	10.7
1990-91	14.6	6.6	9.8
1991-92	13.5	7.0	10.0
1992-93	12.1	7.4	8.6
1993-94	12.0	8.7	8.1
1994-95	12.2	8.5	8.9
1995-96	12.2	8.7	8.6
1996-97	12.6	7.8	8.5

Definition of Measure: State General Fund appropriations budgeted by major budget categories and the proportions appropriated to non-statutorily determined categories in the last ten years (CPEC Fiscal Profiles, 1997).

Use(s) of Measure: This measure describes the proportion of General Fund revenues appropriated to each major budget category and illustrates the changes in the relatively priority of those categories that are not specified in statute.

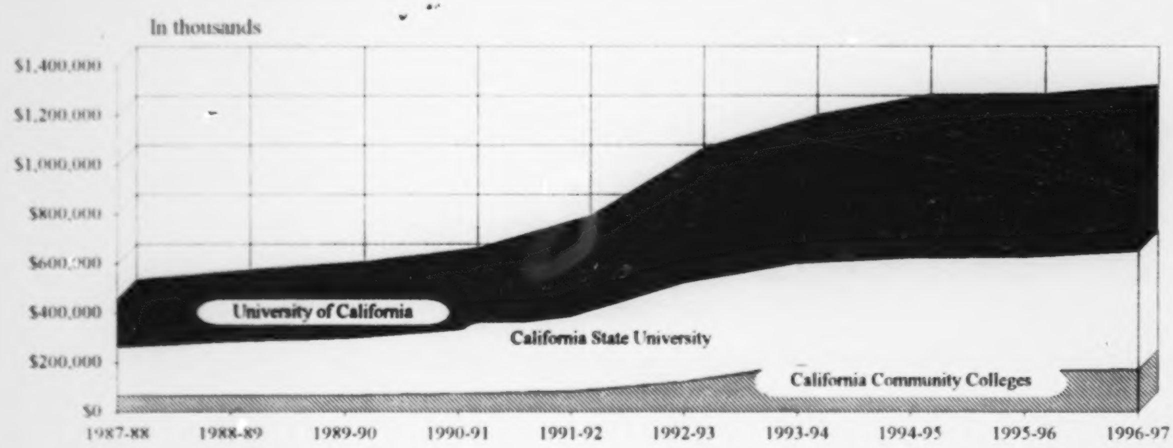
Related Measures: Fiscal measure II.B. on the next page describes the changing relation between public subsidy and user subsidy for public postsecondary education.

Comparison Group: The comparisons included in this measure illustrate the other public services that compete with Higher Education for General Fund support.

Analysis: Evidence of California's continuing economic recovery is clear from the growth in State General Fund expenditures -- 7.7 percent increase. All budget catergories increased except Corrections. The K-12 Education proportion had the largest budgeted increase -- 12.4 percent. Higher Education also increased in dollars and in its proportion of the total. Health and Welfare, Corrections, and Other Government Agencies decreased their share.

B.

Systemwide Student Fee Revenues for Public Postsecondary Education, 1987-88 to 1996-97



	California Community Colleges	California State University	University of California	TOTAL
1987-88	$65,926,000	$195,960,000	$194,579,000	$456,465,000
1988-89	$65,237,000	$220,663,000	$210,556,000	$496,456,000
1989-90	$65,036,000	$233,012,000	$229,855,000	$527,903,000
1990-91	$72,263,000	$262,206,000	$251,441,000	$585,910,000
1991-92	$82,278,000	$305,623,000	$328,550,000	$716,451,000
1992-93	$122,575,000	$400,327,000	$466,935,000	$989,837,000
1993-94	$186,912,000	$416,664,000	$519,904,000	$1,123,480,000
1994-95	$174,855,000	$450,671,000	$581,168,000	$1,206,694,000
1995-96	$166,894,000	$460,236,000	$583,146,000	$1,210,276,000
1996-97	$171,270,000	$480,222,000	$596,826,000	$1,248,318,000

Definition of Measure: Student fee revenues in public postsecondary education (CPEC, Fiscal Profiles).

Use(s) of Measure: This measure documents the change in the level of user support from California students for public postsecondary education over the last ten years.

Related Measures: Measure II.A. on the previous page shows recent changes in tax support for public postsecondary education. Measure II.C. shows the per student fee level for each of the public systems.

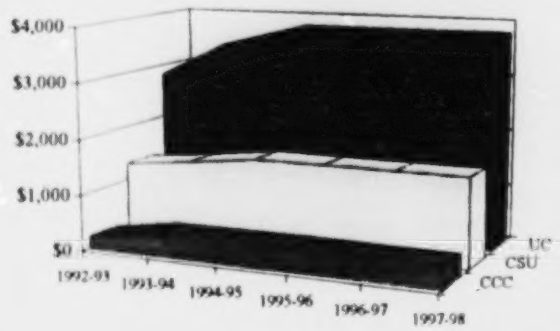
Comparison Group: The ten-year period was used to show the relative stability in the first five years of the period compared to the rapid change occurring in the last five years.

Analysis: During the late 1980s, student fee revenues grew at an annual rate of about 6 percent. Between 1990-91 and 1993-94, the average annual rate of increase was 28 percent. In the last three years without student fee increases, the annual average increase in revenues was less than 4 percent. These increases were driven solely by changes in student enrollment.

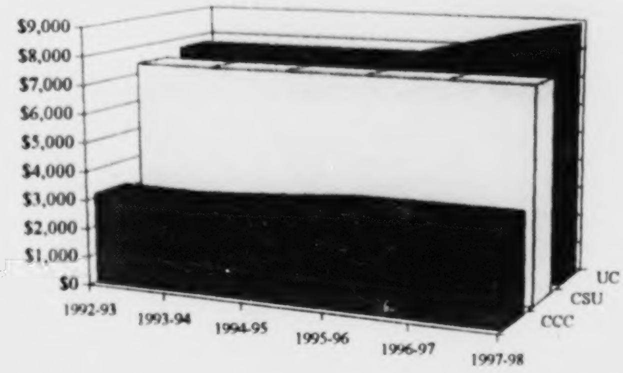
C.

Undergraduate Systemwide Fees and Nonresident Tuition in Public Postsecondary Institutions, 1992-93 To 1997-98

Undergraduate Systemwide Fees



Nonresident Tuition



	University of California		California State University		California Community Colleges	
	Systemwide Fees	Non-Resident Tuition	Systemwide Fees	Non-Resident Tuition	Systemwide Fees	Non-Resident Tuition
1992-93	$2,824	$7,699	$1,308	$7,380	$210	$3,120
1993-94	$3,454	$7,699	$1,440	$7,380	$390	$3,060
1994-95	$3,799	$7,699	$1,584	$7,380	$390	$3,210
1995-96	$3,799	$7,699	$1,584	$7,380	$390	$3,420
1996-97	$3,799	$8,394	$1,584	$7,380	$390	$3,420
1997-98	$3,799	$8,984	$1,584	$7,380	$390	$3,420

Definition of Measure: Undergraduate resident fees and nonresident tuition as established by the systems of public postsecondary education (CPEC, Fiscal Profiles).

Use(s) of Measure: This measure shows changes in one of the major components of the cost to students to attend public postsecondary institutions in California -- systemwide fees/tuition.

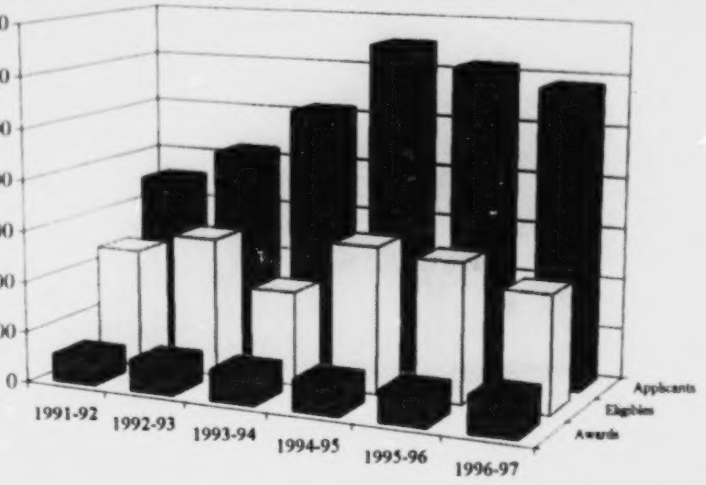
Related Measures: Measure II.B. on the previous page shows the cumulative impact of changes in fee levels on revenues to public postsecondary education. Measure IV.A., that shows college-going rates, raises interesting questions about the relation of cost and demand.

Comparison Group: The time period covered shows very substantial annual resident fee increases occurring while nonresident tuition was relatively stable.

Analysis: No increases in resident student fees occurred in 1997-98 -- the third year without a fee increase. This current period of fee stability had been preceded by a six-year period during which student fees more than doubled in all three public systems. The University of California increased nonresident tuition in 1997-98 by 7 percent. There was no change in nonresident tuition at the community colleges and State University.

D.1.

Number of Cal Grant Applications, Eligibles, and Awards, 1991-92 To 1996-97



Year	Applicants	Eligibles	Awards	Ratio of Eligibles to Awards
1991-92	176,871	117,882	27,445	4.3
1992-93	209,468	137,123	31,220	4.4
1993-94	257,373	91,393 *	31,220	2.9
1994-95	326,652	144,283 *	31,220	4.6
1995-96	308,283	136,673 *	31,220	4.4
1996-97	292,615	114,409 *	36,693	3.1

*Cal Grant eligibility criteria was tightened beginning 1993-94.

Definition of Measure: The California Student Aid Commission annually computes the number of valid complete applications for Cal Grants, the number of these applications that are eligible to receive such state grants and the number of such grants actually awarded, given the State appropriations level for Cal Grants (CSAC, Grant Program Statistics, 1996-97).

Use(s) of Measure: This measure shows changes in the demand and eligibility for financial assistance of California students in comparison to the availability of one type of such assistance, Cal Grants.

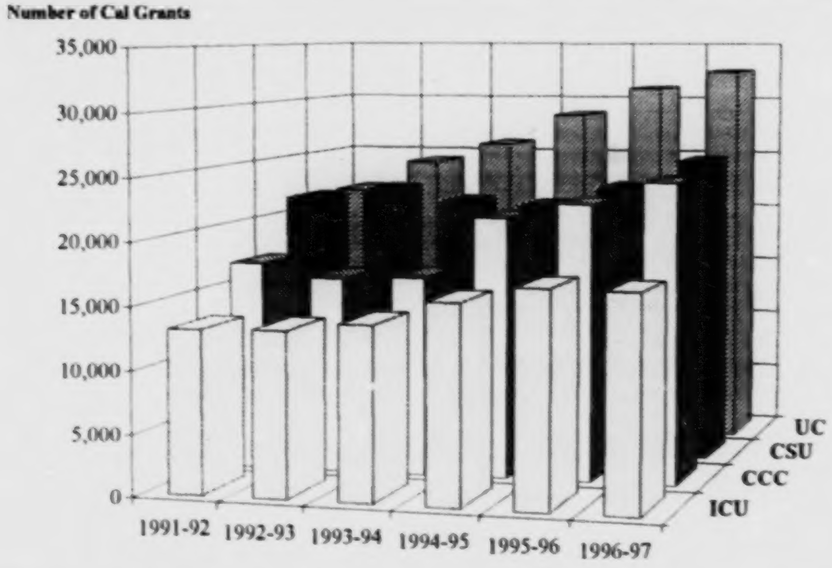
Related Measures: Measure II.C. identifies one of the major contributors to the level of student need -- higher fees. Measures in II.E. present other relevant financial aid information.

Comparison Group: The comparison of applicants and eligibles to awards shows the changing relationship between demand and supply of this type of financial assistance. The time period covers that period during which the most dramatic changes in student fees have occurred.

Analysis: More stringently applied program edits reduced total applicants and the number of eligible applicants. The total applicant pool decreased about 5 percent to 292,615. The number of eligible applicants dropped 16 percent to 114,409. The percentage of eligible applicants declined from 44.3 percent last year to 39.1 percent this year. The number of Cal Grants available increased 17.5 percent to 36,693. These two factors, fewer eligible applicants and more grants, combined to lower the ratio of applicants to awards from 4.4 to 1 last year to 3.1 to 1 this year.

D.2.

Number of Undergraduates with Cal Grant Awards by System, 1991-92 to 1996-97

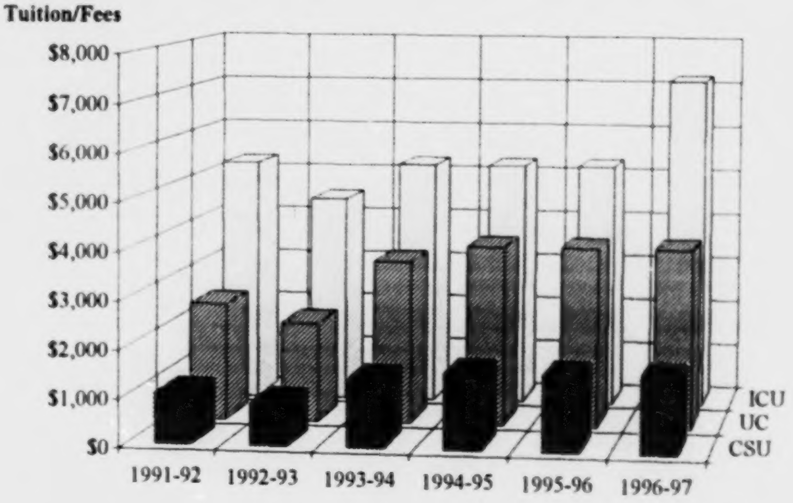


Year	California Community Colleges	California State University	University of California	Independent Colleges and Universities
1991-92	17,039	21,590	21,563	13,137
1992-93	15,984	22,575	24,246	13,244
1993-94	16,196	21,604	25,948	13,902
1994-95	21,250	21,335	28,676	15,805
1995-96	22,494	23,037	31,083	17,088
1996-97	24,321	25,399	32,628	16,593

Definition of Measure:	The number of new and renewal Cal Grants awarded by system of postsecondary education in California (CSAC, Grant Program Statistics, 1991-92 to 1996-97).
Use(s) of Measure:	This measure shows changes in the number of new and renewal Cal Grants awarded in each system during the period when the number of new grants has not changed.
Related Measures:	Measure II.D.1. shows the changes or lack of change in overall new Cal Grant awards relative to student need while D.3. reflects maximum award as a percentage of average tuition and fees.
Comparison Group:	The comparison across systems of postsecondary education during this period of fixed new awards provides a perspective on one source of State-funded student financial aid support.
Analysis:	The number of undergraduates receiving Cal Grants increased in the three public systems and decreased slightly at the independent colleges and universities. The largest increase occurred at the State University with a 10 percent increase -- the number now exceeds its 1990-91 level. The community colleges showed an 8 percent increase in Cal Grants. While the number of Cal Grant recipients at the University of California only increased by 5 percent in the current year, its number of Cal Grants has increased 51 percent over the last six years. The number of awards at independent institutions dropped 3 percent -- from 17,088 to 16,569.

D.3.

Cal Grant Maximum Award by System and as a Proportion of Average Tuition and Fees, 1991-92 to 1996-97



	California State University		University of California		Independent Colleges and Universities	
Year	Maximum Award	Percent	Maximum Award	Percent	Maximum Award	Percent
1991-92	$1,078	100%	$2,486	100%	$5,250	43%
1992-93	$914	65%	$2,108	69%	$4,452	35%
1993-94	$1,440	90%	$3,454	93%	$5,250	39%
1994-95	$1,584	91%	$3,799	92%	$5,250	37%
1995-96	$1,584	91%	$3,799	92%	$5,250	35%
1996-97	$1,584	91%	$3,799	92%	$7,164	45%

Definition of Measure: The maximum Cal Grant award amount authorized for each four-year system in actual dollars and as a percent of average fees/tuition for each system (CSAC, Grant Program Statistics, 1991-92 to 1996-97).

Use(s) of Measure: This measure shows the maximum amount a student could receive in Cal Grant aid and what portion of student fees/tuition the grant would offset.

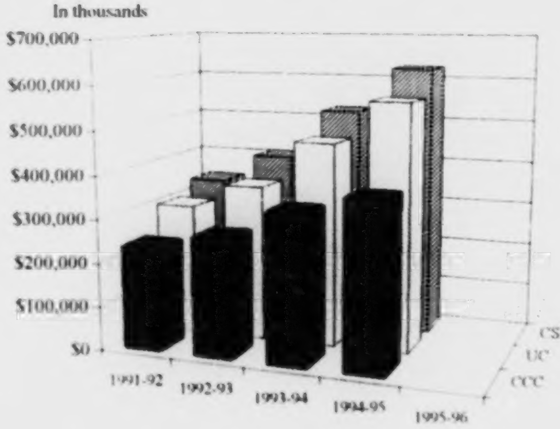
Related Measures: Measure II.C. shows changes in average fees levels at public universities. D.1. reflects the stagnation in new Cal Grant awards while D.2. shows the distribution on new and renewed grants across the systems.

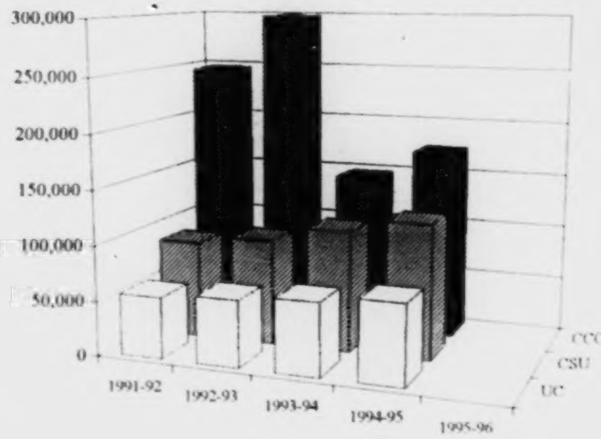
Comparison Group: These three systems provide baccalaureate level education. The five-year period encompasses the recent period of rising fees.

Analysis: Because there have been no systemwide fee increases since 1994-95 at the State University or University, their maximum award levels were unchanged from the 1994-95 levels. The maximum award amount for students attending independent colleges and universities increased by 36 percent. This increase brought the proportion of the average tuition and fees covered by a maximum Cal Grant award for these students to 45 percent -- up from 35 percent last year.

E.1.

Total Financial Assistance Excluding Fee Waivers for Undergraduates in Public Colleges and Universities, 1991-92 Through 1995-96*


Total Financial Aid Awarded


Number of Aid Recipients

*INDICATOR CURRENTLY UNDER REVISION

Total Aid Awarded (in thousands)

	CCC	CSU	UC
1991-92	$238,732	$337,750	$302,127
1992-93	$272,833	$405,368	$358,370
1993-94	[a] $341,268	$522,360	$467,362
1994-95	[a] $382,618	$625,816	$564,644
1995-96	[a]		

Number of Recipients

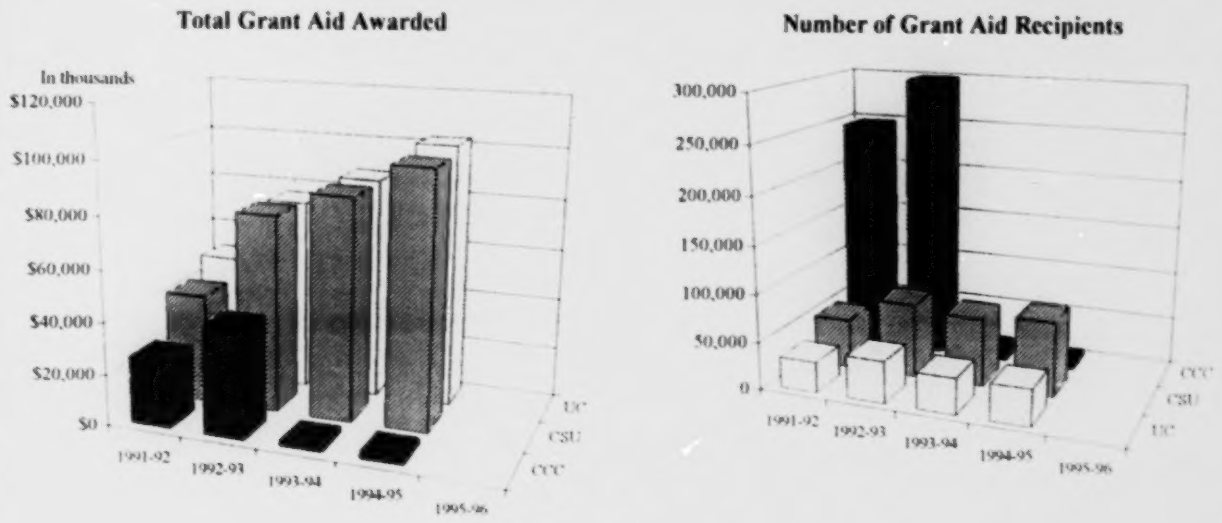
	CCC	CSU	UC
1991-92	247,222	88,153	55,577
1992-93	299,098	95,799	60,382
1993-94	147,027	110,113	65,783
1994-95	174,111	122,095	72,085
1995-96			

[a] Excludes Board of Governors Enrollment Fee Waivers that were grants in previous years.
Value of fees waived was $88,566,081 pending for 458,919 recipients but these are not directly appropriated funds.

Definition of Measure:	Number of undergraduate financial aid recipients and total aid dollars from all sources as reported by the California Community Colleges, the California State University and the University of California.
Use(s) of Measure:	This measure describes changes in the numbers of undergraduates receiving student financial aid and the total amount of aid awarded at the three public systems.
Related Measures:	Measures II.E.2. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college -- fees.
Comparison Group:	The last five years have shown the most dramatic changes in this measure across all systems.
Analysis:	Not currently available.

E.2.

Total Institutional Grant Aid for Undergraduates in Public Colleges and Universities, 1991-92 Through 1995-96*


Total Grant Aid Awarded

Number of Grant Aid Recipients

***INDICATOR UNDER REVISION FOR 1997**

Total Institutional Grant Aid Awarded (in thousands)

	CCC	CSU	UC
1991-92	$26,518	$42,616	$50,074
1992-93	$42,010	$77,104	$75,791
1993-94	[a] $2,516	$86,425	$87,046
1994-95	[a] $2,637	$99,141	$102,140
1995-96	[a]		

Number of Recipients

	CCC	CSU	UC
1991-92	247,222	51,787	32,464
1992-93	299,098	77,613	44,339
1993-94	9,359	72,268	38,126
1994-95	6,164	78,172	38,393
1995-96			

[a] Excludes Board of Governors Enrollment Fee Waivers which in previous years were grants. Value of fees waived was $88,566,081 for 458,919 recipients. These are not directly appropriated funds.

Definition of Measure: Number of undergraduates receiving institutional grant aid and total grant aid dollars as reported by the California Community Colleges, the California State University, and the University of California.

Use(s) of Measure: This measure describes changes in the number of undergraduates receiving institutional grant aid at the three public systems and the total amount of this aid awarded.

Related Measures: Measures II.E.1. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college -- fees.

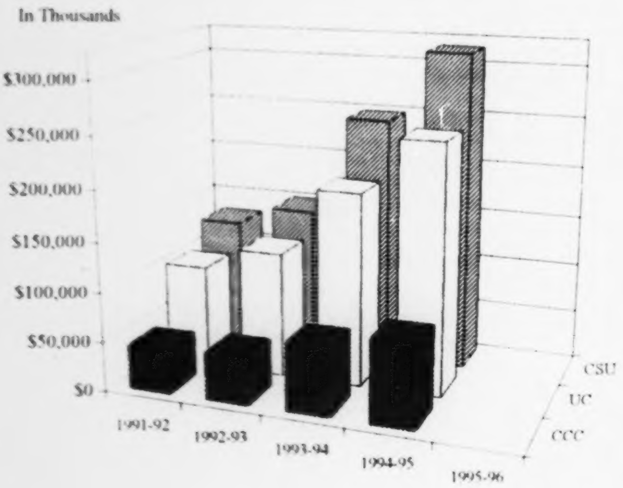
Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems.

Analysis: Not currently available.

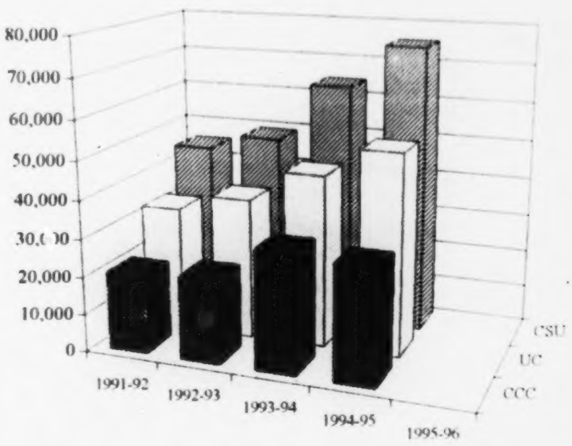
E.3.

Financial Support for Undergraduates From Loans, 1991-92 Through 1995-96*

Financial Support From Loans



Number of Loan Recipients



*INDICATOR CURRENTLY UNDER REVISION

Total Loans Initiated (in thousands)

	CCC	UC	CSU
1991-92	$45,887	$103,324	$128,939
1992-93	$48,696	$125,977	$148,001
1993-94	$69,696	$192,798	$246,294
1994-95	$83,771	$247,205	$315,490
1995-96			

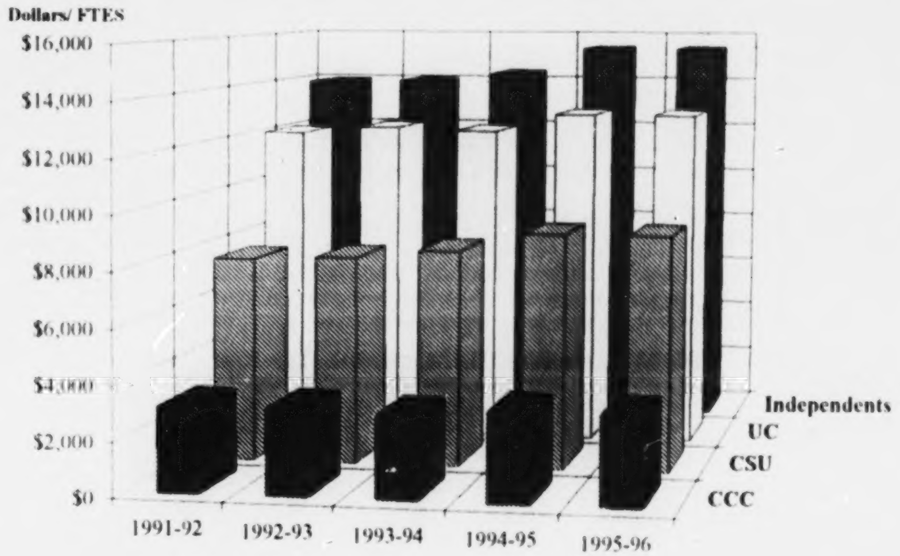
Number of Recipients

	CCC	UC	CSU
1991-92	21,029	32,986	44,910
1992-93	22,345	37,284	48,836
1993-94	31,446	45,441	64,022
1994-95	30,352	52,875	75,211
1995-96			

Definition of Measure:	Number of undergraduate loan recipients and total loan dollars as reported by the California Community Colleges, the California State University and the University of California.
Use(s) of Measure:	This measure describes changes in the numbers and amounts of loan indebtedness undergraduates are incurring at the public systems.
Related Measures:	Measures II.E.1. and 2. also illustrate changes in aid conditions and II.C. shows changes in one aspect of increases in students' cost of attending college.
Comparison Group:	The last five years have shown the most dramatic changes in these measures across all systems.
Analysis:	Not currently available.

F.

Average Revenues for Instructionally Related Activities per Full-time Equivalent Student, 1991-92 to 1995-96



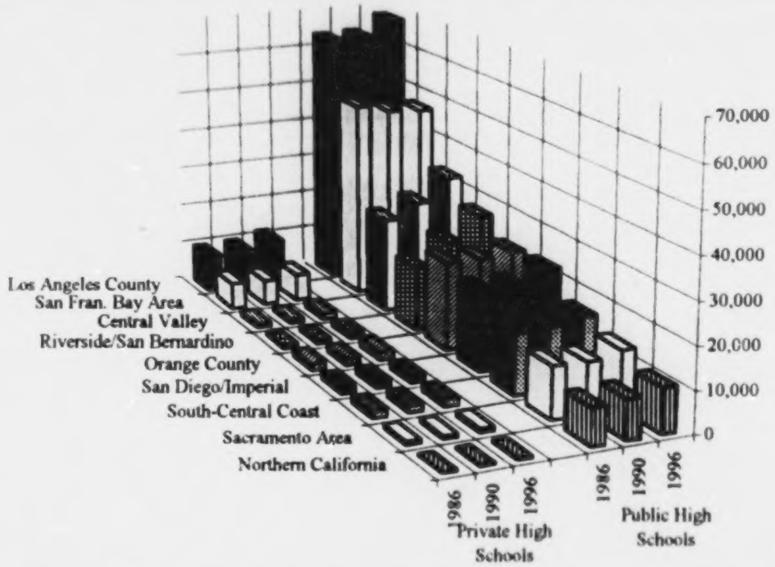
	California Community Colleges	California State University	University of California	California Independent Colleges & Universities*
	Actual	Actual	Actual	Computed
1991-92	$2,982	$7,667	$11,876	$13,913
1992-93	$3,155	$7,781	$12,363	$13,975
1993-94	$3,161	$8,097	$12,387	$14,305
1994-95	$3,158	$8,811	$12,871	$15,391
1995-96	$3,257	$8,952	$13,010	$15,950

*AICCU figures computed from total I-R expenditures per FTE.

Definition of Measure:	Revenues for instructionally related activities from all sources in public postsecondary education per full-time equivalent student (See CPEC, Fiscal Profiles for specifications).
Use(s) of Measure:	This measure shows changes in revenues from all sources for instructionally related activities per FTE student in public postsecondary institutions.
Related Measures:	Measure II.C. shows changes in undergraduate fee which are one component of these revenues. General State Funds (and local assistance funds) as well as lottery funds are also revenue sources.
Comparison Group:	The five-year time period covered a similar period shown for resident fee increases and changes in State appropriations.
Analysis:	All four systems of postsecondary education posted increases in their revenues for instructionally related activities. The 3 percent increase at the community colleges was the first substantial increase since 1992-93. The 2 percent increase at the State University was smaller than last year's 9 percent increase. Similarly, the 1 percent increase at the University was below its 6 percent increase the previous year. At the independent institutions, this year's 4 percent increase follows the nearly 8 percent increase that occurred last year.

A.1.

Public and Private High School Graduates by Major Geographic Region, 1986, 1990, and 1996



	~ 1986 ~		~ 1990 ~		~ 1996 ~	
	Public	Private	Public	Private	Public	Private
Los Angeles County	63,207	9,215	63,436	9,470	67,289	11,026
San Francisco Bay Area	49,191	6,534	47,342	6,261	46,707	6,695
Central Valley	23,536	1,044	26,933	976	32,621	1,365
Riverside/San Bernardino	15,820	803	19,500	836	26,928	1,192
Orange County	21,722	1,566	21,552	1,484	22,297	2,035
San Diego/Imperial	19,515	1,416	21,229	1,476	22,677	1,555
South-Central Coast	14,713	1,485	15,155	1,605	16,309	1,729
Sacramento Area	12,453	847	12,124	718	13,639	982
Northern California	8,863	214	9,290	225	10,604	419
	229,020	**23 124**	**236,561**	**23,051**	**259,071**	**26,998**

Definition of Measure: California's public and private high school graduates as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.

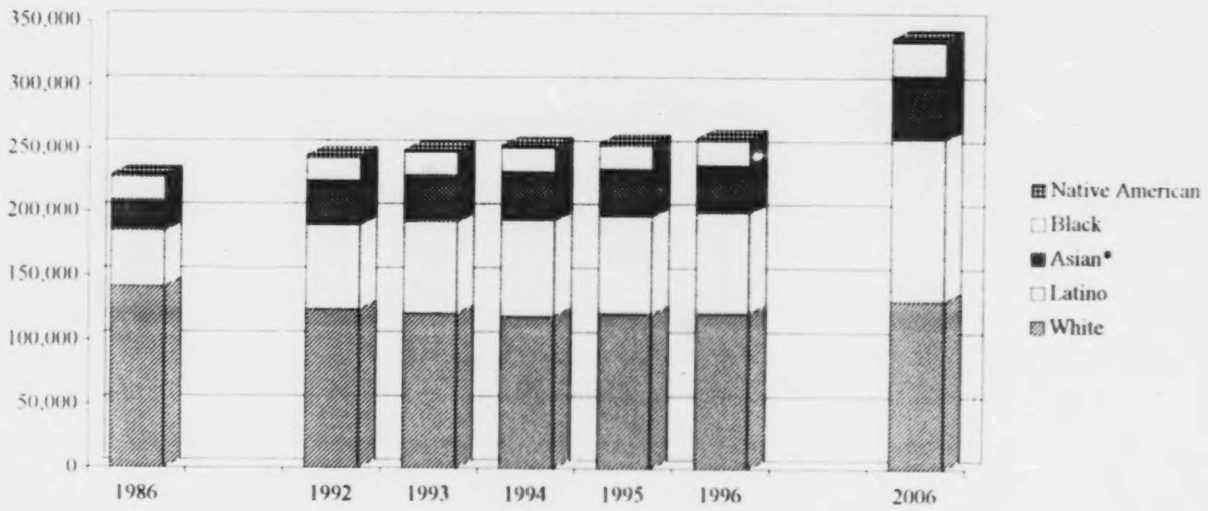
Related Measures: Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.

Comparison Group: One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.

Analysis: The number of California high school graduates increased 2 percent over last year and 10 percent over the Class of 1990. While all regions of the State except the San Francisco Bay Area had more graduates than in 1990, four regions had substantially above average increase -- the Riverside/San Bernardino region, the Central Valley, Northern California, and the San Diego/Imperial county region.

A.2.

Racial/Ethnic Composition of California's Public High School Graduating Class, 1986, 1992 Through 1996, and 2006 Projected



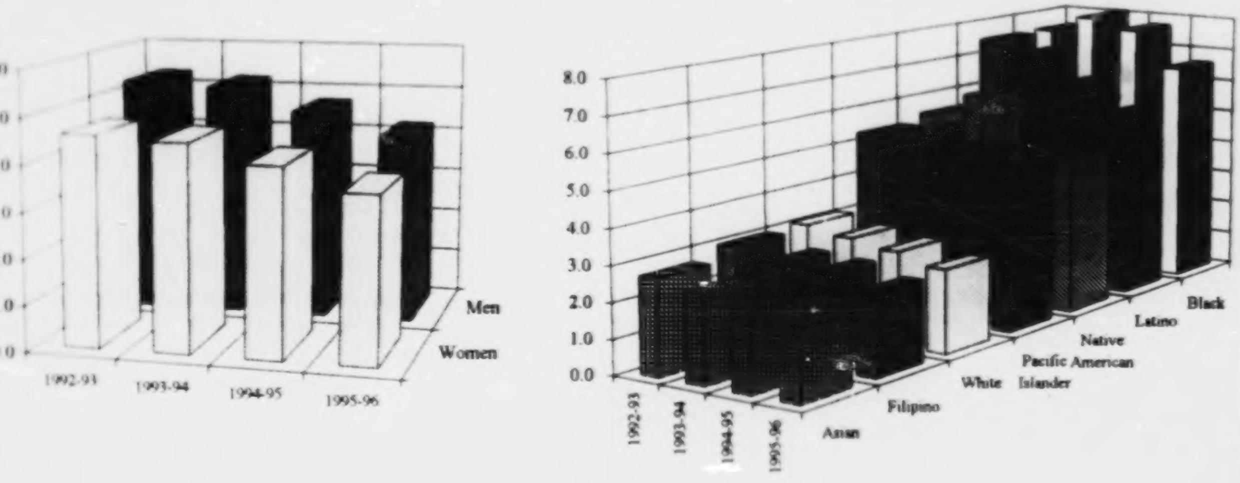
	1986	1992	1993	1994	1995	1996	2006
Asian*	24,011	34,921	36,643	38,379	37,029	37,434	49,425
Black	18,387	17,656	18,219	18,979	18,864	19,436	25,966
Native American	1,658	2,112	2,138	2,119	2,262	2,290	2,966
Latino	43,556	66,199	71,464	75,026	76,557	78,619	127,832
White	141,414	123,704	120,844	118,580	120,488	121,292	131,259
TOTAL	**229,026**	**244,592**	**249,308**	**253,083**	**255,200**	**259,071**	**337,448**
Asian*	10.5	14.3	14.7	15.2	14.5	14.4	14.6
Black	8.0	7.2	7.3	7.5	7.4	7.5	7.7
Native American	0.7	0.9	0.8	0.8	0.9	0.9	0.9
Latino	19.0	27.1	28.7	29.6	30.0	30.3	37.9
White	61.7	50.6	48.5	46.9	47.2	46.8	38.9

*Category includes Asians, Pacific Islanders, and Filipinos

Definition of Measure:	Racial/ethnic composition of California's public high school graduates as reported by the State Department of Education (CBEDS) and Department of Finance DRU 1997 projections.
Use(s) of Measure:	This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.
Related Measures:	Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.
Comparison Group:	One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.
Analysis:	The 1996 public high school graduating class increased 1.5 percent over its 1995 level. While the numbers of graduates in all reacial-ethnic groups increased, the proportional representation of Black and Latino graduates increased and that of Asian and White graduates decreased. In the next 10 years, the number of public high school graduates is expected to increase by 30 percent and the representation of Latino and White graduates will be nearly the same -- 38 and 39 percent, respectively.

B

Dropout Rates in California's Public High Schools by Gender and Racial/Ethnic Group, 1992-93 To 1995-96



	1992-93	1993-94	1994-95	1995-96
Men	5.3	5.2	4.7	4.2
Women	4.6	4.5	4.1	3.6
Total	**5.0**	**4.9**	**4.4**	**3.9**

	1992-93	1993-94	1994-95	1995-96
Asian	2.7	2.5	2.2	2.0
Pacific Islander	5.3	5.5	5.1	4.7
Filipino	3.0	2.7	2.6	2.3
Black	7.5	8.0	7.7	6.6
Native America	5.5	6.2	4.7	4.7
Latino	7.5	7.2	6.4	5.6
White	3.1	2.9	2.7	2.4
Total	**5.0**	**4.9**	**4.4**	**3.9**

Definition of Measure The one-year dropout rate for grade 9 through 12 of California public high schools by racial/ethnic groups as reported by the State Department of Education's Demographic Unit.

Use(s) of Measure: This revised measure describes the State's drop-out rate using a method consistent with national event drop-out rates, grades 10 to 12, reported by the National Center for Education Statistics (NCES).

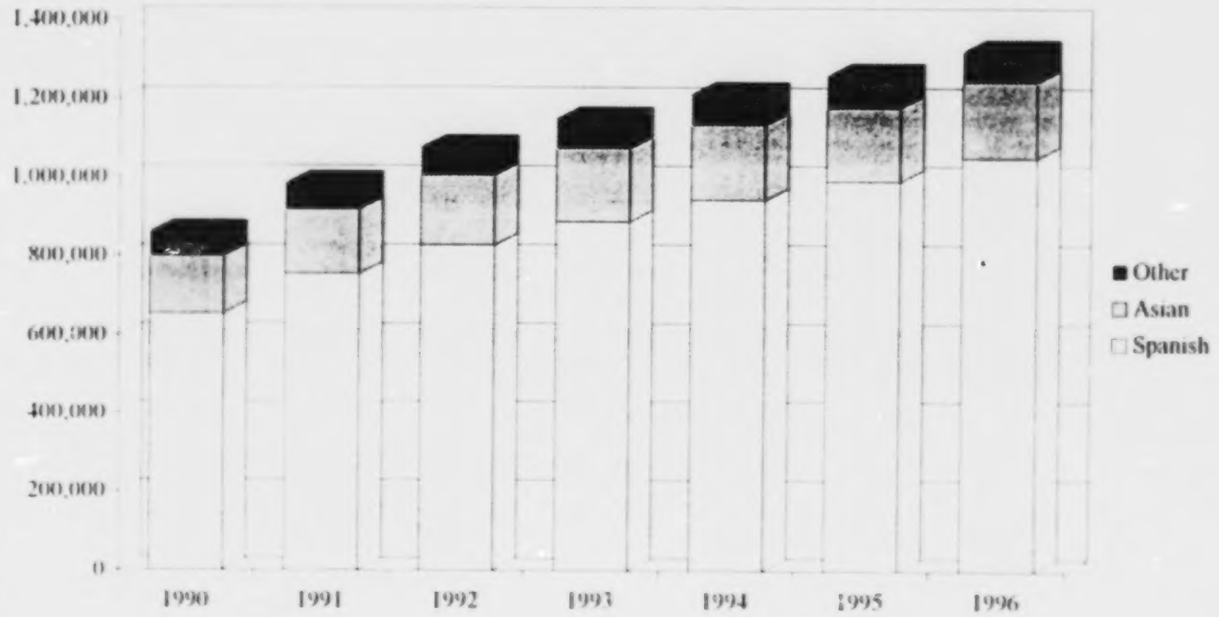
Related Measures: Measure III.A. describes this measure's counterpart of completers. Measures G. and H. describe the cumulative impact of this group on the educational attainment level of the adult population.

Comparison Group: This revised methodology that is consistent with national reporting requirements for computing dropout rates has been computed since 1991-92 only.

Analysis: The drop-out rate continued to decrease statewide and for students from all subgroups. Statewide the rate dropped 0.5 percentage points to 3.9 percent. The rates for both men and women decreased by that same amount. The student groups whose drop-out rates were below average -- Asian, Filipino, and White students -- had smaller declines. The drop-out rate for Black students dropped a full percentage point -- from 7.7 to 6.6 percent -- and the rate for Latino students decreased by 0.8 of a percentage point to 5.6 percent. While all rates have decreased, the variation in rates across groups persists.

C.

California's Public School Students Identified as Limited English Proficient, 1990 to 1996



Language	1990	1991	1992	1993	1994	1995	1996
Spanish	655,097	755,359	828,036	887,757	943,559	990,801	1,051,125
Asian	143,782	162,833	175,829	184,626	189,816	187,042	192,366
Other	62,652	68,270	74,840	79,436	81,843	85,139	80,276
TOTAL	861,531	986,462	1,078,705	1,151,819	1,215,218	1,262,982	1,323,767
Percent of Total Enrollments	18.1	19.9	21.1	22.2	23.1	23.6	24.2

Definition of Measure: The number of students in California public schools identified as having limited English proficiency by major language group as reported by the State Department of Education's Language Census Report.

Use(s) of Measure: This measure describes changes in the numbers of students in public schools with English proficiency and representation among all enrolled students.

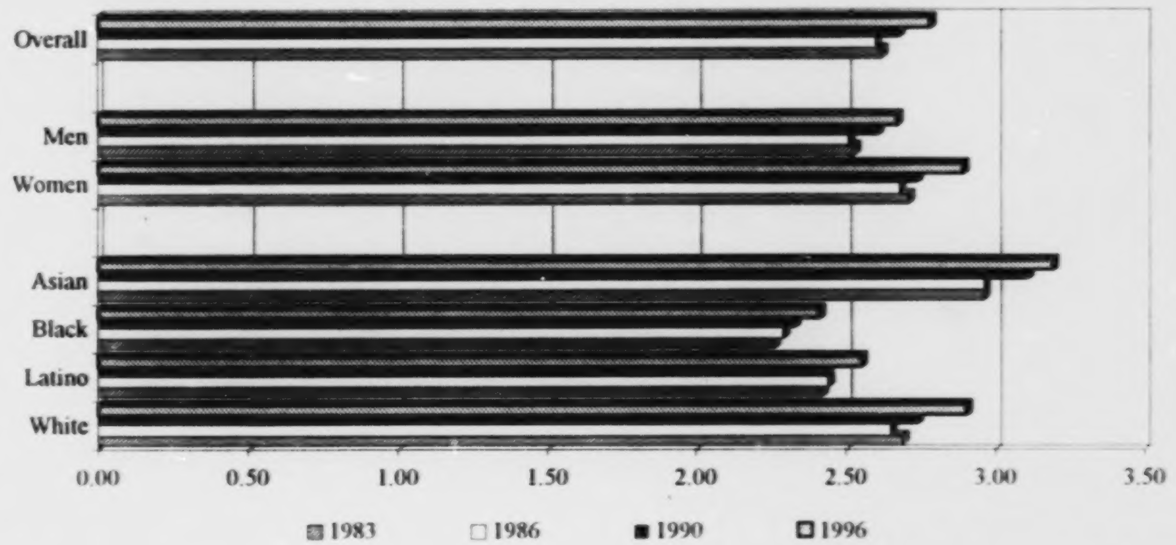
Related Measures: Measure I.F. presents representation of limited English proficiency in the adult population in California.

Comparison Group: The composition of LEP students by major language group is included to underscore the increasing numbers of students from diverse language backgrounds.

Analysis: The number of public school students with limited English proficiency continued to grow in 1996. The rate of increase -- 2.5 percent -- was greater than last year when it was 2.1 percent. The proportion of these students whose primary language is Spanish also continued to increase; they now comprised 79 percent of all LEP students. The representation of all other language groups declined slightly with the decrease in Asian language speakers somewhat smaller than other languages.

D.

Estimated Grade-Point Average of Public High School Graduates, 1983, 1986, 1990, and 1996

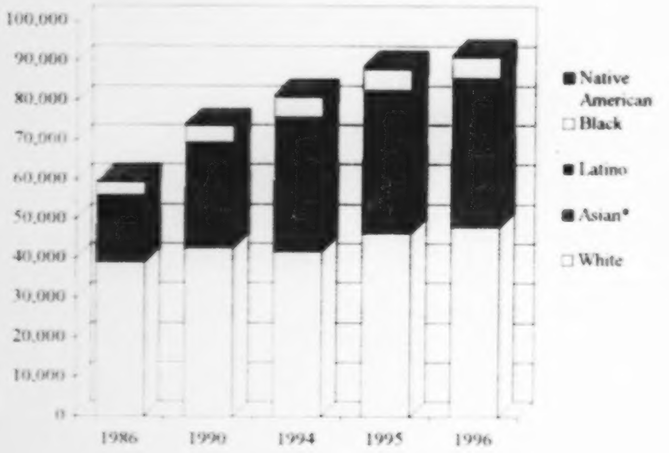


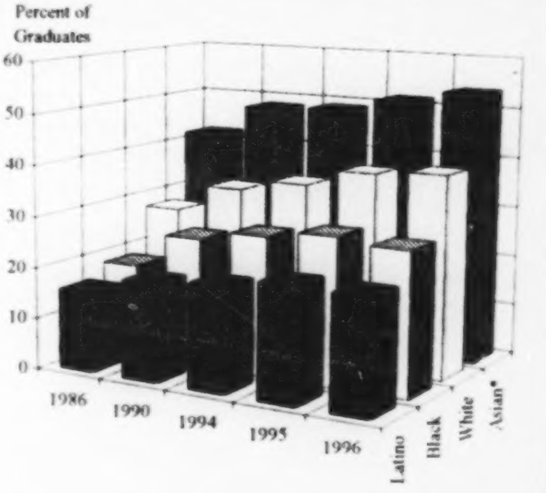
	1983	1986	1990	1996
Overall	2.62	2.60	2.68	2.78
Men	2.53	2.51	2.61	2.67
Women	2.71	2.68	2.74	2.89
Asian	2.96	2.96	3.11	3.19
Black	2.26	2.29	2.33	2.41
Latino	2.42	2.44	2.44	2.55
White	2.69	2.65	2.74	2.90

Definition of Measure:	The grade-point average for public high school graduates statewide, by gender and major racial/ethnic groups, are estimates based on sample data drawn for the 1983, 1986, 1990, and 1996 High School Eligibility Studies of the California Postsecondary Education Commission.
Use(s) of Measure:	This measure provides the only indicator of average grade point achievement for California public school graduates. It provides a general indicator for the entire population of graduates but its usefulness is limited by the lack of data on the range of graduates' grade-point averages.
Related Measures:	Measure III.E. describing graduates' completing the "a-f" university preparatory curricula provides another achievement indicator. Measure IV.A. provides college choice behaviors that may be related to levels of academic performance.
Comparison Group:	These data are available only for those years in which Eligibility Studies were completed and for those student subgroups for which valid estimates could be generated due to sample size.
Analysis:	Average grades again increased statewide between 1990 and 1996. The increase in average grades for women was somewhat larger than the increase in men's average grades. The largest increase in average grades was posted by White graduates closely followed by the increase in grades earned by Latino graduates. Smaller than average increases occurred among Black and Asian graduates. Increased participation in honors and AP courses probably account for some of the increase.

E.1.

Racial/Ethnic Background of California Public High School Graduates Completing University Preparatory Curriculum, 1986, 1990, and 1994 To 1996





	Number of "A-F" Completers					Percent of Graduates				
	1986	1990	1994	1995	1996	1986	1990	1994	1995	1996
Asian*	10,035	15,831	18,690	18,937	20,071	41.8	48.1	48.7	51.3	53.6
Black	3,398	4,435	5,204	5,455	5,429	18.5	25.4	27.4	28.9	27.9
Latino	6,916	10,730	15,360	17,250	17,529	15.9	19.4	20.5	22.5	22.3
Native American	273	369	489	604	549	16.5	19.5	23.1	26.7	24.0
White	39,107	42,770	41,822	46,530	48,120	27.7	33.1	35.3	38.7	39.7
Total	**59,729**	**74,135**	**81,565**	**88,776**	**91,698**	**26.1**	**31.3**	**32.2**	**34.8**	**35.4**

* Includes Asians, Filipinos and Pacific Islanders

Definition of Measur The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major racial/ethnic groups, as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.

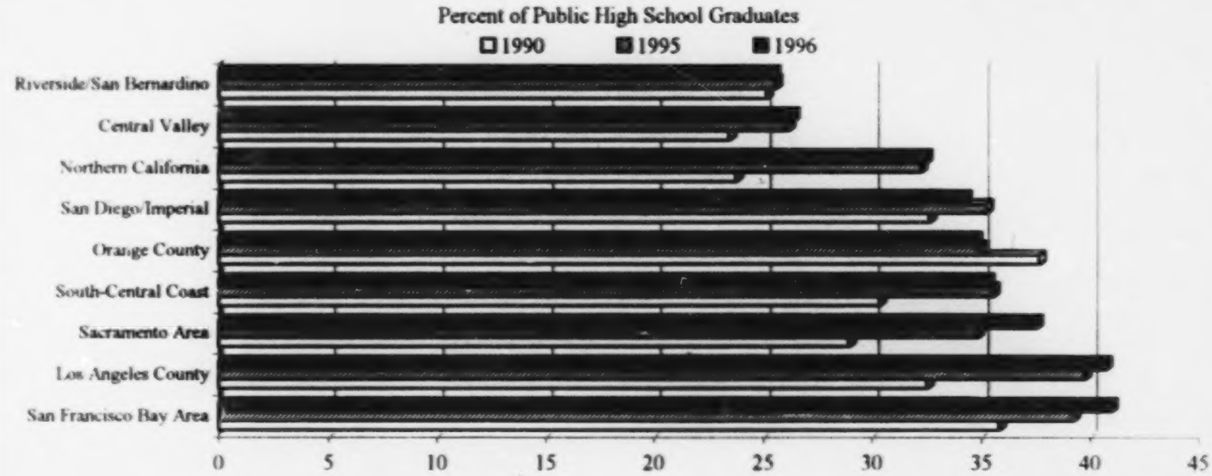
Related Measures: Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.

Comparison Group: Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The years 1986 and 1990 are used as baselines with the three most recent years, providing trend data since the last two Eligibility Studies.

Analysis: Statewide, the number and proportion of public high school graduates who completed a college preparatory curriculum continued to increase -- now more than 35 percent of all graduates. However, in 1996, the proportion of Black and Latino graduates completing such a curriculum actually decreased. These decreases widened the existing disparates in participation rates in this curriculum among graduates from different racial-ethnic groups. While 54 percent of Asian graduates and 40 percent of White graduates took this course work, 28 percent of Black graduates and 22 percent of Latino graduates were so prepared.

E.2

California Public High School Graduates Completing University Preparatory Curriculum, By Major Geographic Region, 1990, 1995, and 1996



	Number of "A-F" Completers			Percent of Graduates		
	1990	1995	1996	1990	1995	1996
San Francisco Bay Area	16,951	18,277	19,114	35.8	39.2	40.9
Los Angeles County	20,646	26,639	27,355	32.5	39.7	40.7
Sacramento Area	3,507	4,656	5,113	28.9	34.8	37.5
South-Central Coast	4,599	5,547	5,748	30.3	35.5	35.2
Orange County	8,107	7,578	7,738	37.6	34.9	34.7
San Diego/Imperial	6,932	7,724	7,759	32.6	35.2	34.2
Northern California	2,200	3,309	3,440	23.7	32.2	32.4
Central Valley	6,290	8,389	8,579	23.4	26.1	26.3
Riverside/San Bernardino	4,903	6,657	6,852	25.1	25.5	25.4
Total	**74,135**	**88,776**	**91,698**	**31.3**	**34.8**	**35.4**

Definition of Measure: The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major geographic region, as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.

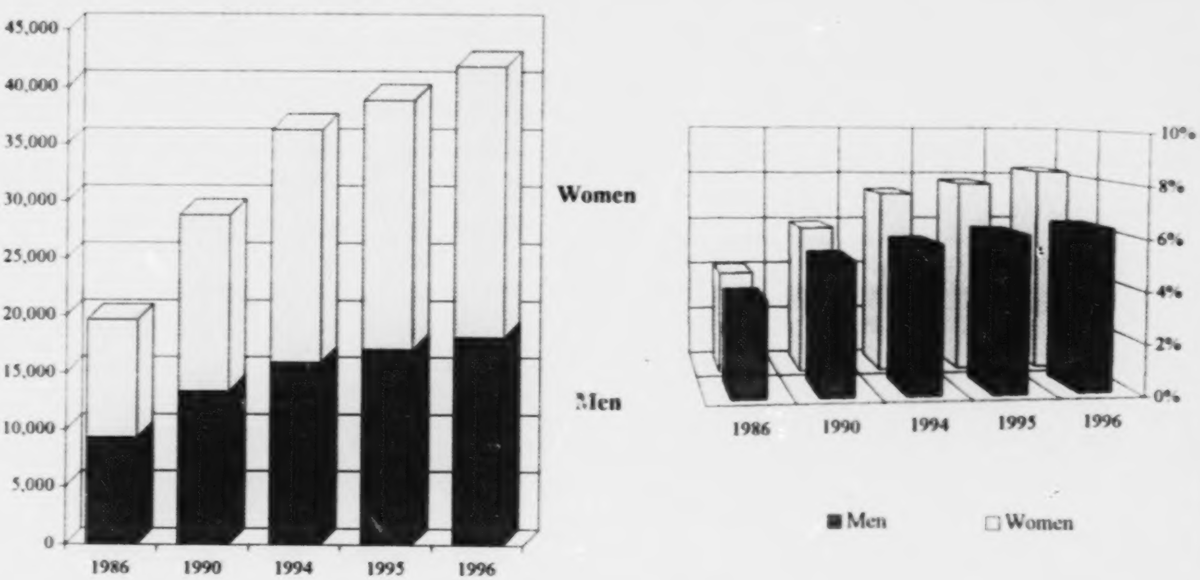
Related Measures: Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.

Comparison Group: Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The year 1990 is used as baseline with the current year to provide comparison data from the last Eligibility Study.

Analysis: While the numbers of 1996 public high school graduates completing a college preparatory curriculum increased in all regions of the State, substantial variation in the graduates' participation rates exist. Approximately 41 percent of graduates in the San Francisco Bay region and Los Angeles County completed such a curriculum while in the Central Valley and the San Bernardino/Riverside County region, the participation rates were 26 and 25 percent, respectively. In several regions, the participation rate decreased, notably the San Diego/Imperial County region, the South-Central Coast region, and Orange County.

F.1.

California's Public School Twelfth Grade Men and Women Participating in Advanced Placement (AP) Examinations, 1986, 1990, 1994 to 1996



	Number of Test Takers					Percent of All High School Graduates				
	1986	1990	1994	1995	1996	1986	1990	1994	1995	1996
Men	9,345	13,437	15,941	17,136	18,172	3.7%	5.2%	5.7%	6.1%	6.4%
Women	10,288	15,367	20,358	21,739	23,665	4.1%	5.9%	7.3%	7.8%	8.3%
Total	**19,633**	**28,804**	**36,299**	**38,875**	**41,837**	**7.8%**	**11.1%**	**13.1%**	**13.9%**	**14.6%**

Definition of Measure: The number of California twelfth-graders participating in Advanced Placement (AP) exams by gender as reported by the College Board and as a percent of all California high school graduates.

Use(s) of Measure: This measure provides another indicator of student achievement during high school as these exams are on college level work.

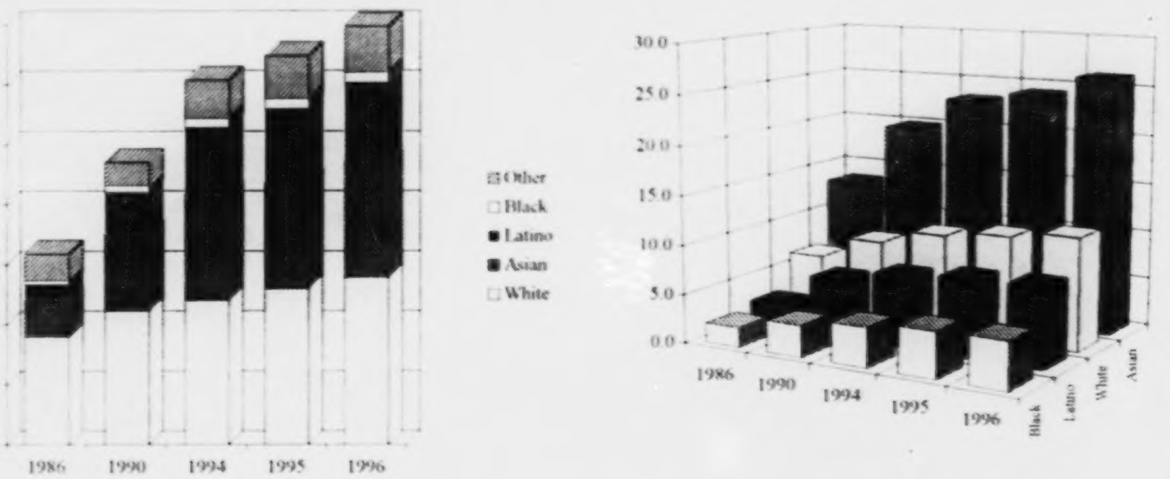
Related Measures: Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.

Comparison Group: Historical and recent year data are shown to illustrate the magnitude of change over time while differential participation by group highlights an area of on-going policy concern.

Analysis: The number of California 12th graders taking Advanced Placement tests continued to expand in 1996 -- a 7.6 percent increase. Since 1986, participation in these tests has jumped from 7.8 to 14.6 percent -- an 87 percent increase. While both men and women increased their level of participation, women's participation in AP tests continued to grow faster than that of men's.

F.2.

Racial/Ethnic Background of Twelfth Grade Advanced Placement Test Takers from California Public Schools, 1986, 1990, 1994 to 1996



	Number of Test Takers					Percent of Each Group's Graduates				
	1986	**1990**	**1994**	**1995**	**1996**	**1986**	**1990**	**1994**	**1995**	**1996**
Asian	3,150	6,475	8,860	8,912	9,794	13.2	19.7	23.1	24.1	26.2
Black	356	567	761	875	924	2.0	3.2	4.0	4.6	4.8
Latino	1,206	3,399	5,524	6,077	6,399	2.8	6.2	7.4	7.9	8.1
Other	2,218	1,919	3,167	3,521	3,791					
White	8,979	11,173	12,049	13,010	13,929	6.4	8.7	10.2	10.8	11.5
Total	**15,909**	**23,533**	**30,361**	**32,395**	**34,837**	**7.0**	**10.0**	**12.0**	**12.7**	**13.4**

Definition of Measure: The number of California public high school twelfth-graders participating in Advanced Placement (AP) exams by major racial/ethnic group as reported by the College Board report and these participants as a percent of each group's graduates.

Use(s) of Measure: This measure provides another indicator of student achievement during high school as these exams are on college level work.

Related Measures: Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.

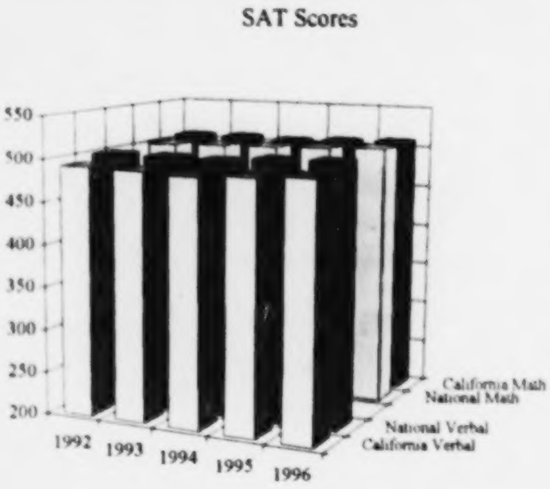
Comparison Group: Historical and recent year data are shown to illustrate the magnitude of change over time while differential participation by group highlights an area of on-going policy concern.

Analysis: Participation of public school 12th graders in AP tests increased by 7.5 percent in 1996. Since 1986, their participation rate has grown from 7.0 to 13.4 percent -- a 91 percent increase. Asian 12th graders had the largest increase in participation while Black and Latino 12th graders had the smallest increases, thus expanding the differential in AP participation rates across groups.

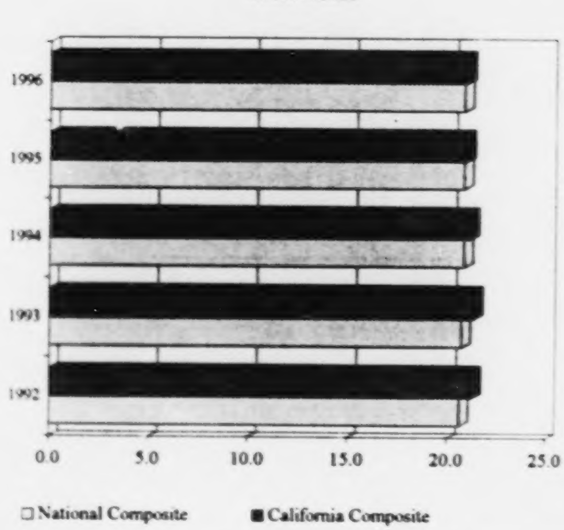
G.1.

Achievement of California Students Participating in the Scholastic Assessment Test (SAT) and the American College Test (ACT), as Compared to National Achievement, 1992 to 1996

SAT Scores



ACT Score



Scores	California 1992	1993	1994	1995	1996	National 1992	1993	1994	1995	1996
SAT Verbal	492	491	489	492	495	500	500	499	504	505
SAT Math	509	508	506	509	511	501	503	504	506	508
ACT Composite	21.2	21.3	21.1	20.9	21.0	20.6	20.7	20.8	20.8	20.9
Participation										
SAT	116,806	120,386	127,004	127,364	130,830	1,034,131	1,044,465	1,050,386	1,067,993	1,084,725
ACT	22,291	25,994	29,116	33,741	31,663	832,217	875,603	891,714	945,369	924,663

Definition of Measure: The number of students participating and their average scores on the Scholastic Assessment Test (SAT) as reported by the College Board and on the American College Test (ACT) as reported by American College Testing, 1991 to 1995.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

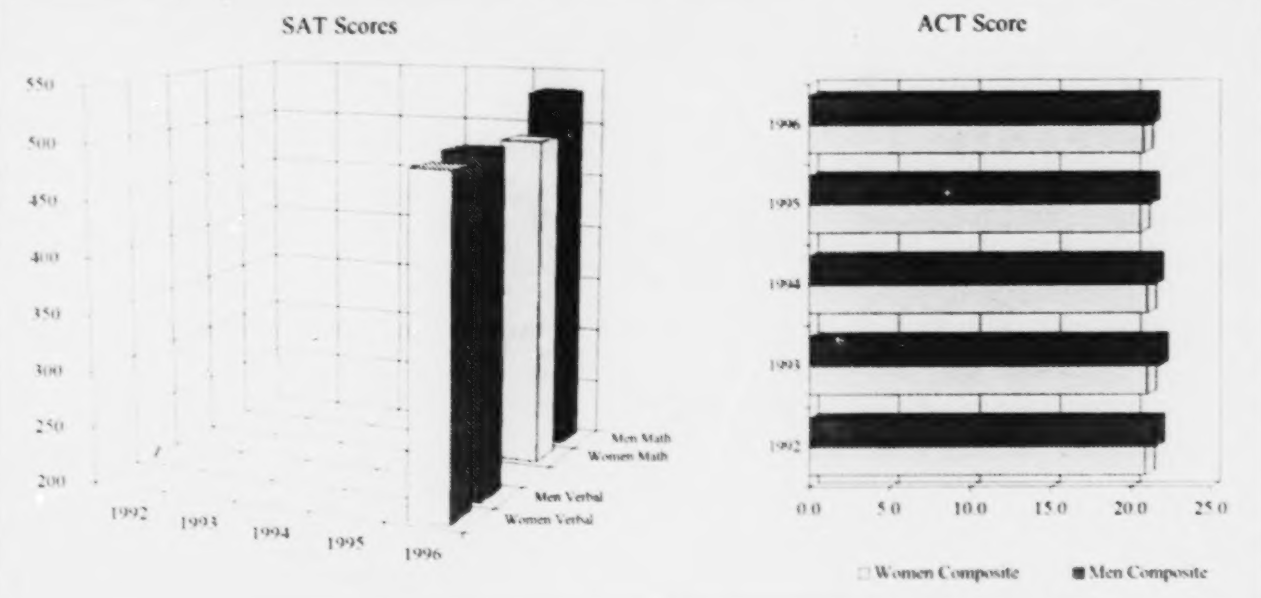
Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

Comparison Group: As these examinations are used by many universities across the nation, the national comparison is provided as an indicator of California students' achievement in the national arena.

Analysis: In 1996, recentered SAT scores for California test takers improved 3 points on the Verbal test and 2 points on the Math. While nationally scores have also improved, Californians have narrowed the difference on the Verbal test. ACT Composite scores also improved slightly.

G.2.

Achievement of California Men and Women on the Scholastic Assessment Test (SAT) and the American College Test (ACT), 1992 to 1996



Scores	Men 1992	Men 1993	Men 1994	Men 1995	Men 1996	Women 1992	Women 1993	Women 1994	Women 1995	Women 1996
SAT Verbal			Awaiting Recentered		499			Awaiting Recentered		492
SAT Math			Scores		532			Scores		494
ACT Composite	21.5	21.7	21.4	21.2	21.2	20.9	21.0	21.0	20.6	20.8
Participation										
SAT	55,269	56,394	58,605	58,320	59,871	61,537	63,992	68,399	69,044	70,959
ACT	9,003	10,410	11,519	13,126	12,092	13,288	15,584	17,597	20,615	19,571

Definition of Measure: The number of men and women participating and their average scores on the Scholastic Assessment Test (SAT) as reported by the College Board and on the American College Test (ACT) as reported by American College Testing, 1992 to 1996.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

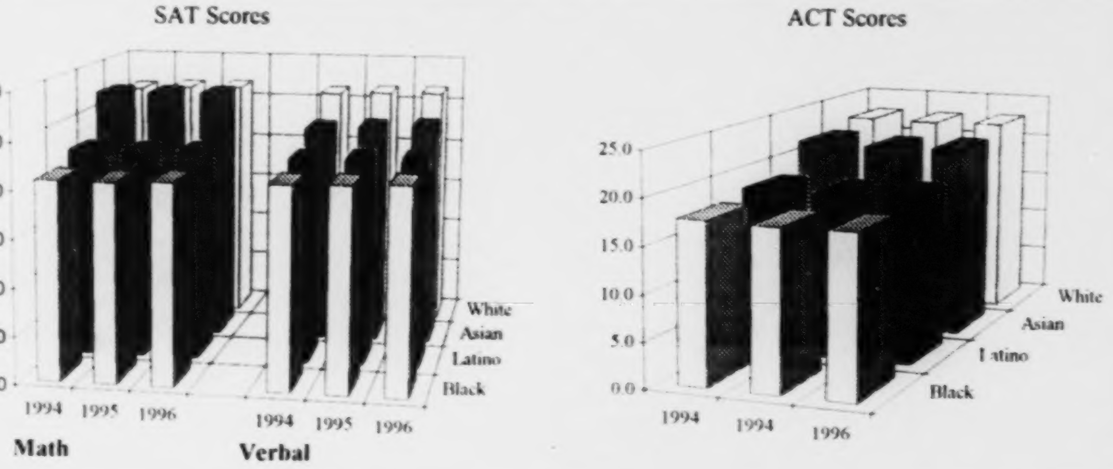
Related Measures: Measures III D., E., and F. provide other information about students' preparation for college. Measure IV A. provides data on first-time freshman enrollments that may be correlated with test participation.

Comparison Group: This measure illustrates differences in scores and participation of California men and women.

Analysis: Historical comparison of SAT I scores are currently unavailable by gender. Men scored higher than women on both the Verbal and Math tests. On the ACT in 1996, men's Composite score was unchanged while that of women improved by 2 points, narrowing the gender differential.

G.3

Achievement of Californians by Major Racial/Ethnic Group on the Scholastic Assessment Test (SAT) and the American College Test (ACT), 1994 to 1996



Scores	SAT Verbal 1994	SAT Verbal 1995	SAT Verbal 1996	SAT Math 1994	SAT Math 1995	SAT Math 1996	ACT Composite 1994	ACT Composite 1995	ACT Composite 1996
Asian	474	480	484	543	544	546	21.7	21.4	21.6
Black	425	427	431	420	418	422	17.6	17.4	17.5
Latino	442	444	446	448	448	451	18.5	18.4	18.6
White	526	530	531	528	533	535	22.7	22.6	22.7

Participation	SAT Asian	SAT Black	SAT Latino	SAT White	ACT Asian	ACT Black	ACT Latino	ACT White
1994	26,284	8,826	22,721	52,978	4,159	2,466	5,283	12,204
1996	27,357	9,175	23,586	54,601	4,829	2,796	6,147	12,378

Definition of Measure: The number of Californians from the major racial/ethnic groups participating and their average scores on the Scholastic Assessment Test (SAT) as reported by the College Board and on the American College Test (ACT) as reported by American College Testing, 1992 and 1996.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

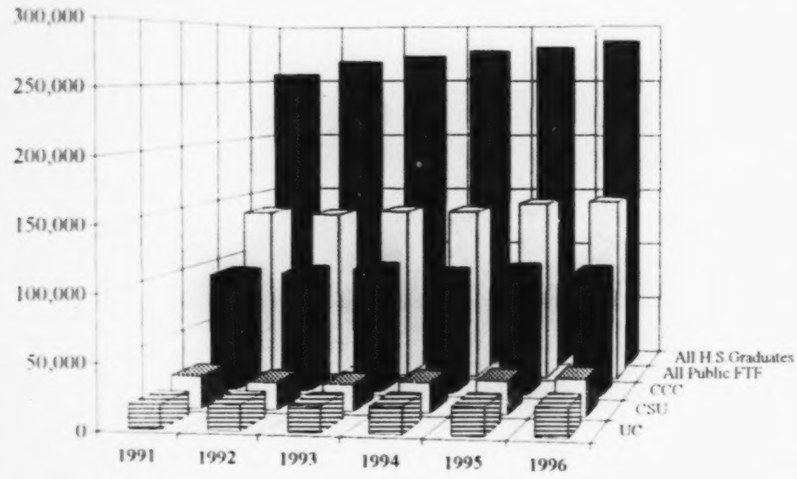
Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

Comparison Group: This measure illustrates differences in scores and participation of Californians from different racial/ethnic groups.

Analysis: In 1996, the recentered SAT I Verbal and Math scores improved for California test takers from the four major racial-ethnic groups. The 1996 ACT Composite scores for these groups also improved over their 1995 level. Participation in these college admission tests expanded for all groups as well.

A.1.

California High School Graduates Enrolling as First-time Freshmen at California Public Colleges and Universities, 1991 to 1996



		First-Time Freshmen							
	California High School Graduates	University of California		California State University		California Community Colleges		All Public First-Time Freshmen	
1991	256,301	18,246	7.1	25,087	9.8	95,123	37.1	138,456	54.0
1992	267,867	19,189	7.2	21,093	7.9	97,092	36.2	137,374	51.3
1993	272,789	19,253	7.1	20,516	7.5	100,698	36.9	140,467	51.5
1994	277,383	20,303	7.3	23,409	8.4	97,069	35.0	140,781	50.8
1995	280,352	21,140	7.5	25,606	9.1	100,880	36.0	147,626	52.7
1996	286,069	22,108	7.7	28,071	9.8	100,693	35.2	150,872	52.7

Definition of Measure: The number and proportion of California high school graduates enrolling as first-time freshmen at California public postsecondary institutions, as defined by those who are 19 years old or younger.

Use(s) of Measure: This measure has been used historically as an indicator of changes in freshman participation patterns of recent California high school graduates.

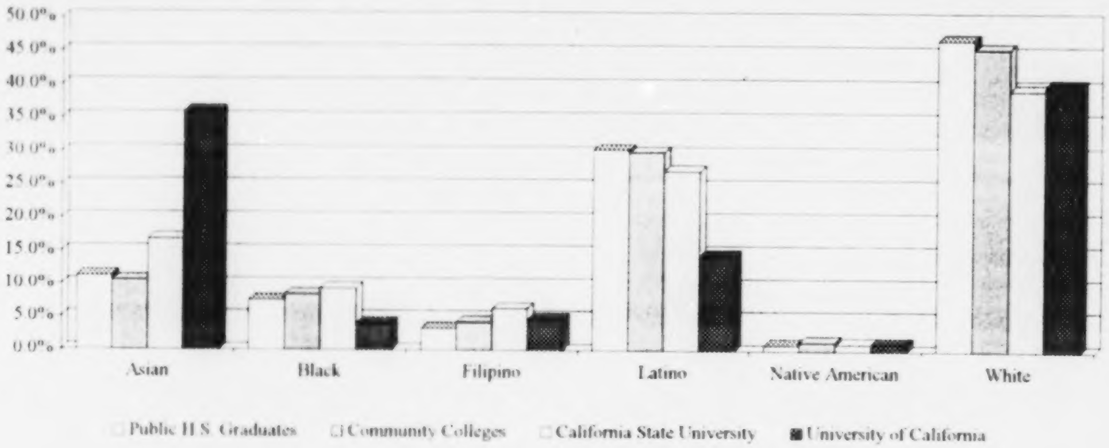
Related Measures: Indicator IV.A.2. presents the racial/ethnic composition of 1996 public high school graduates and and A.3. shows their proportions enrolling in public colleges and universities.

Comparison Group: Comparison of all public first-time freshmen to high school graduates provides an indicator of college-going behavior among recent graduates. The system comparison provides an indicator of the distribution of these graduates among the public systems in California.

Analysis: Overall participation of recent high school graduates in public postsecondary education was unchanged between 1995 and 1996 at 52.7 percent. However, the participation at the public universities increased while it decreased at the community colleges. While the participation of high school graduates at the University of California reached an all-time high of 7.7 percent, their participation at the State University regained its 1991 level of 9.8 percent. The rate at the community colleges dropped from 36.0 to 35.2 percent.

A.2

California 1996 Public High School Graduates and Those Enrolling as First-time Freshmen in California Public Colleges and Universities by Racial/Ethnic Group in Fall 1996



	All Public High School Graduates		First-Time Freshmen: California Community Colleges*		California State University		University of California	
Asian/Pacific Islander	29,039	11.2%	9,292	10.6%	3,687	16.8%	6,268	35.9%
Black	19,436	7.5%	7,380	8.4%	2,034	9.3%	697	4.0%
Filipino	8,395	3.2%	3,694	4.2%	1,375	6.3%	808	4.6%
Latino	78,619	30.3%	26,396	30.0%	5,944	27.1%	2,506	14.3%
Native American	2,290	0.9%	1,185	1.3%	231	1.1%	184	1.1%
White	121,292	46.8%	40,091	45.5%	8,626	39.4%	7,005	40.1%

*Estimated

Definition of Measure: The racial/ethnic composition of 1996 California public high school graduates and the first-time freshmen, 19 and under, from these schools who enrolled in public postsecondary education in Fall 1996, as reported by the systems to the Commission.

Use(s) of Measure: This measure illustrates differences in public college-going behaviors of California public high school graduates by racial/ethnic group.

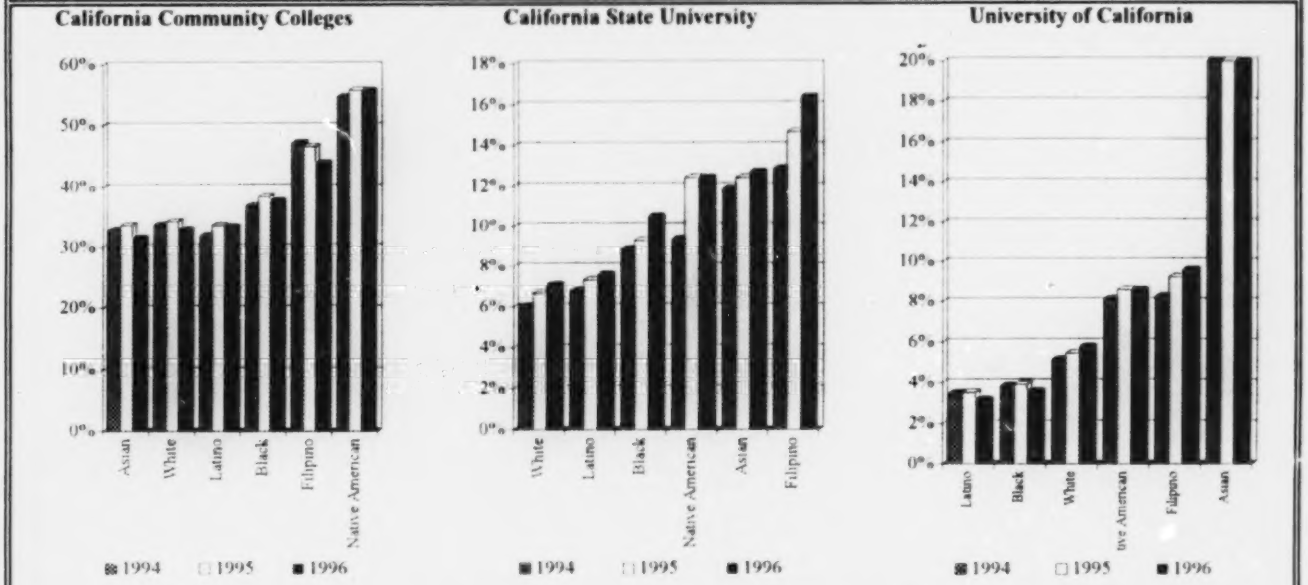
Related Measures: Indicator IV.A.1. gives overall college-going rate information over time and A.3. shows the proportion of each group enrolling at each system. Section III provides contextual data for this measure.

Comparison Group: The public high school graduating class is the primary source population for freshmen in California's colleges and universities. The racial/ethnic diversity of the freshman classes is a reflection of this population's diversity and differences in students' preparation for college.

Analysis: The composition of community college first-time freshmen is more similar to the composition of the public high school graduating class than are the freshman classes at the two university systems. Asian and Filipino freshmen decreased their presence at the community colleges while they increased it at the public universities. Black and Latino students increased their representation among community college freshmen and decreased it at the University. Black representation at the State University rose while Latino representation declined. White freshmen increased their presence in all three public systems.

A.3.

College-Going Rates of California Public High School Graduates, by Racial/Ethnic Group, 1994 to 1996



	California Community College*			California State University			University of California		
	1994	1995	1996	1994	1995	1996	1994	1995	1996
Asian/Pacific Islander	32.9%	33.6%	31.6%	11.7%	12.4%	12.7%	21.6%	20.8%	21.6%
Black	37.0%	38.5%	37.9%	8.7%	9.3%	10.5%	3.8%	3.9%	3.6%
Filipino	47.2%	46.6%	44.0%	12.9%	14.7%	16.4%	8.2%	9.2%	9.6%
Latino	31.9%	33.6%	33.0%	6.8%	7.3%	7.6%	3.5%	3.5%	3.2%
Native American	54.7%	55.8%	55.8%	9.3%	12.4%	12.4%	7.9%	8.6%	8.6%
White	33.8%	34.3%	33.0%	6.0%	6.7%	7.1%	5.1%	5.4%	5.8%

* Estimated

Definition of Measure: The proportion of recent public high school graduates enrolling in public postsecondary education as first-time freshmen, 19 and under, in the Fall term, by racial/ethnic group, in the last three years, as reported by the systems to the Commission.

Use(s) of Measure: This measure illustrates changes in public college-going behaviors of recent California public high school graduates by racial/ethnic group over the last three years.

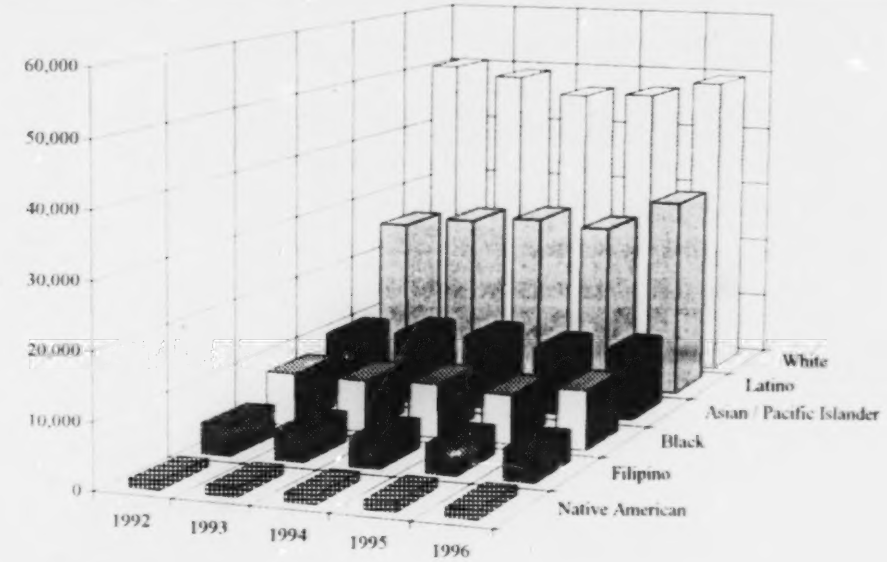
Related Measures: Indicator IV.A.1. and 2. gives overall college-going rate information over time. The measures in Section III provide contextual data for this measure.

Comparison Group: Changes in participation in California's public colleges and universities, by racial/ethnic group over time reflect student choices and opportunities.

Analysis: Overall, only Black public high school graduates improved their college-going rate in 1996 -- due solely to their increase at the State University. Decreases in community college participation of Asian, Filipino, and White graduates more than offset the increases in their participation at both university systems. Latino graduates, who already had the lowest college-going rate, reduced their participation further with a substantial drop at the community colleges, a small decline at the University, and an equally small increase at the State University. Native American graduates did not change their participation rates at all.

B.1.

First-Time Freshmen by Racial/Ethnic Group at the California Community Colleges, Fall 1992 to Fall 1996



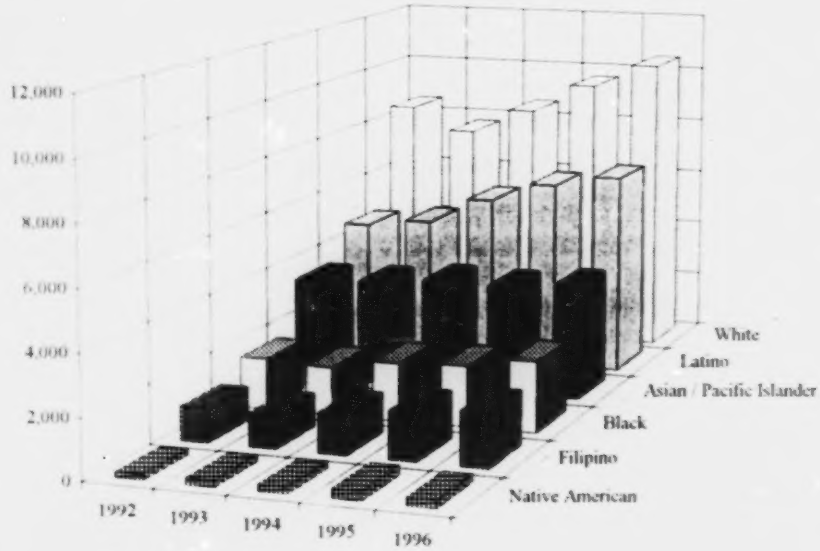
Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1992	111,727	10,749	8,322	4,899	26,399	1,341	1,611	51,255
1993	111,767	11,481	8,089	4,771	27,482	1,380	1,723	50,038
1994	107,656	11,480	8,316	4,550	27,601	1,335	1,914	46,357
1995	113,633	11,048	8,759	4,816	30,329	1,450	2,067	48,386
1996	118,158	11,026	9,143	4,761	31,592	1,413	2,326	49,303
5-Year Percent Change	5.8	2.6	9.9	-2.8	19.7	5.4	44.4	-3.8

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure	Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California Community Colleges to the Commission.
Use(s) of Measure:	This measure describes changes in the number and racial/ethnic composition of entering freshmen.
Related Measures:	Measure IV.A.2. describes the 1995 cohort from California public schools while IV.B.2. and IV.B.3. present these data for the California State University and the University of California.
Comparison Group:	Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.
Analysis:	Community colleges had a substantial increase in first-time freshmen in Fall 1996. Contributing to the current year increase were larger numbers of Black, Latino, and White students. While the number of Asian students enrolling at the community colleges have decreased in each of the two years, 2.6 percent more Asian freshmen entered the community colleges than five years ago. While the number of Native American first-time freshmen decreased from last year, 5.4 percent more Native Americans enrolled as freshmen at the community colleges this year than in 1992.

B.2.

First-Time Freshmen by Racial/Ethnic Group at the California State University, Fall 1992 to Fall 1996



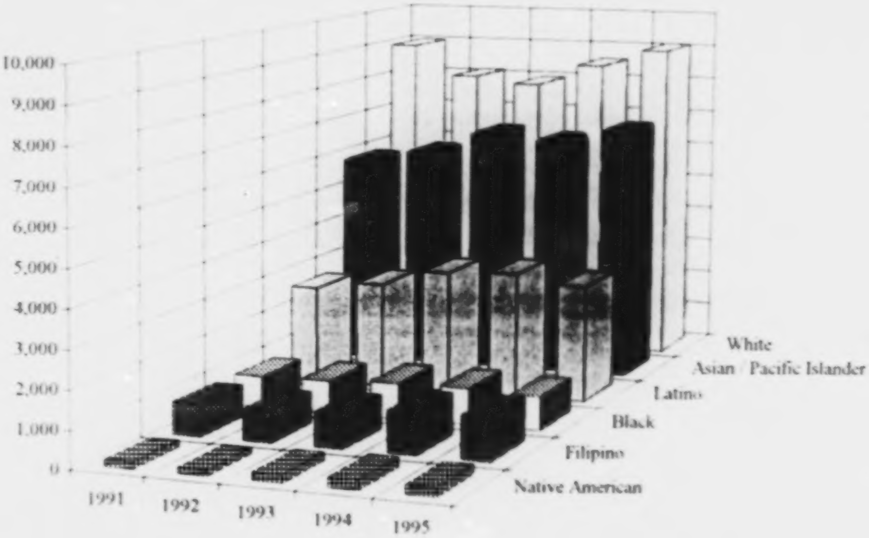
Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1992	21,831	3,531	1,721	1,129	4,702	181	524	8,510
1993	21,091	3,604	1,606	1,099	4,962	208	465	7,694
1994	24,023	3,818	1,939	1,321	5,903	235	552	8,570
1995	26,454	3,786	2,017	1,588	6,588	317	746	9,612
1996	29,000	3,965	2,357	1,797	6,973	270	870	10,462
5-Year Percent Change	32.8	12.3	37.0	59.2	48.3	49.2	66.0	22.9

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure	Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California State University to the Commission.
Use(s) of Measure:	This measure describes changes in the number and racial/ethnic composition of all entering freshmen.
Related Measures:	Measure IV.A.2. describes the 1995 cohort from California public schools while IV.B.1. and IV.B.3. present these data for the community colleges and the University of California.
Comparison Group:	Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.
Analysis:	First-time freshman enrollments at the State University continued their rapid recovery from their 1992-93 level. While the number of freshmen from all racial-ethnic groups increased over their level five years ago, increase in Black, Filipino, Latino, Native American, and Other freshmen disproportionately contributed to the growth.

B.3.

First-Time Freshmen by Racial/Ethnic Group at the University of California, Fall 1992 to Fall 1996



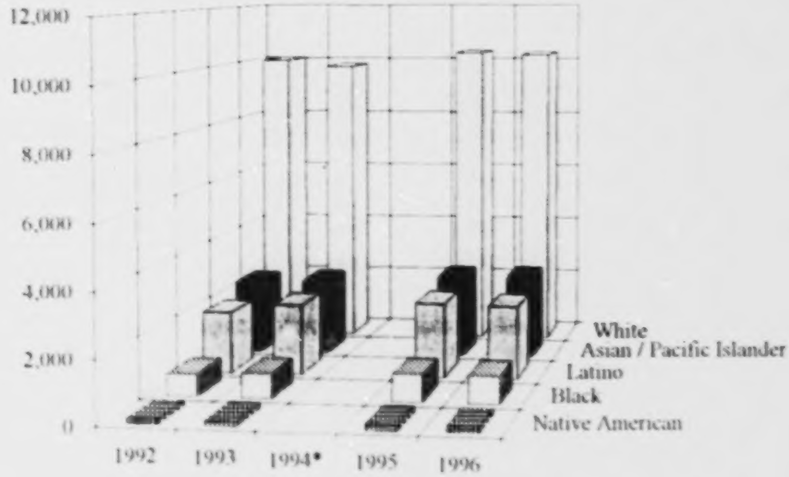
Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1992	20,928	5,898	846	870	2,657	180	299	8,965
1993	20,413	6,215	870	840	2,883	143	301	8,095
1994	21,598	6,843	952	911	3,344	208	344	7,915
1995	22,548	6,702	970	1,108	3,425	258	414	8,540
1996	23,523	7,085	900	1,145	3,203	239	467	9,048
5-Year Percent Change	12.4	20.1	6.4	31.6	20.5	32.8	56.2	0.9

Note. Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure:	Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the University of California to the Commission.
Use(s) of Measure:	This measure describes changes in number and racial/ethnic composition of entering freshmen.
Related Measures:	Measure IV.A.2. describes the 1996 cohort from California public schools while IV.B.1. and IV.B.2. present these data for the community colleges and the California State University.
Comparison Group:	Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.
Analysis:	First-time freshman enrollments at the University of California have also continued to increase. While the number of new freshmen from all racial-ethnic groups has grown since 1992, increases in the number of Asian, Filipino, and White freshmen accounted for for the current increases. The number of Black, Latino, and Native American freshmen dropped from their 1995 level.

B.4.

First-Time Freshmen by Racial/Ethnic Group at the California Independent Colleges and Universities, Fall 1992 to Fall 1996



*Data Not Available

Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Latino	Native American	Other	White
1992	16,439	2,470	721	2,010	137	218	10,038
1993	16,631	2,551	782	2,297	154	286	9,828
1994	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
1995	17,921	2,762	884	2,445	176	590	10,313
1996	18,095	2,791	872	2,385	153	793	10,248
5-Year Percent Change	10.1	13.0	20.9	18.7	11.7	263.8	2.1

Note: Racial/ethnic composition excludes nonresident aliens but total includes them.

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California independent colleges and universities on the IPEDS Fall Enrollment Survey.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of all entering freshmen.

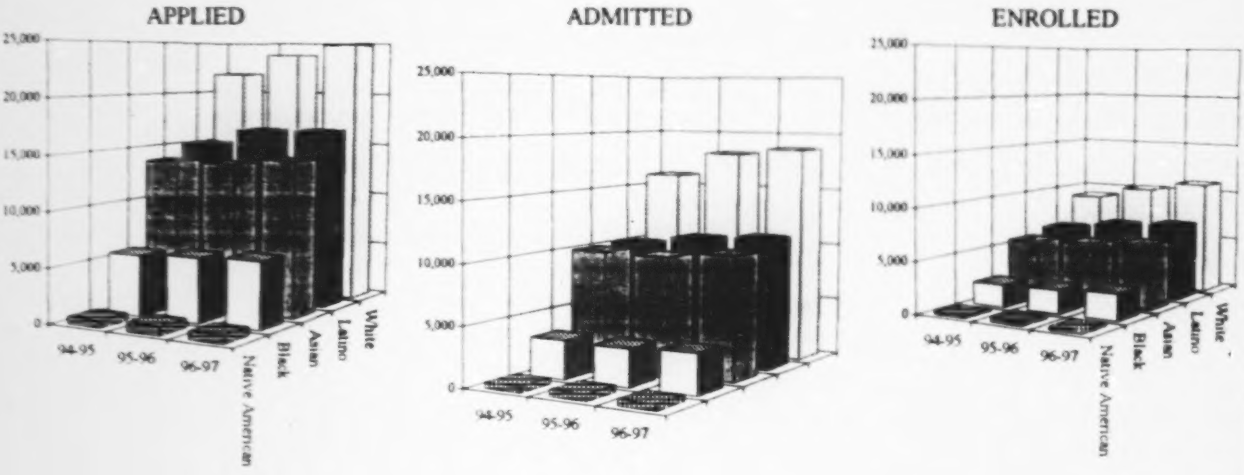
Related Measures: Measure IV.A.2. describes the 1995 cohort from California public schools enrolling in public higher education and IV.B1 to IV.B.3. present these data for public postsecondary education.

Comparison Group: Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: The number of first-time freshmen who enrolled in Fall 1996 was slightly larger than the previous fall. A small increase in Asian freshmen and a larger increase in freshmen who denoted their ethnicity as "Other" accounted for the increase. Freshmen enrollments from all other racial-ethnic groups decreased.

C.1.

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the California State University, 1994-95 to 1996-97

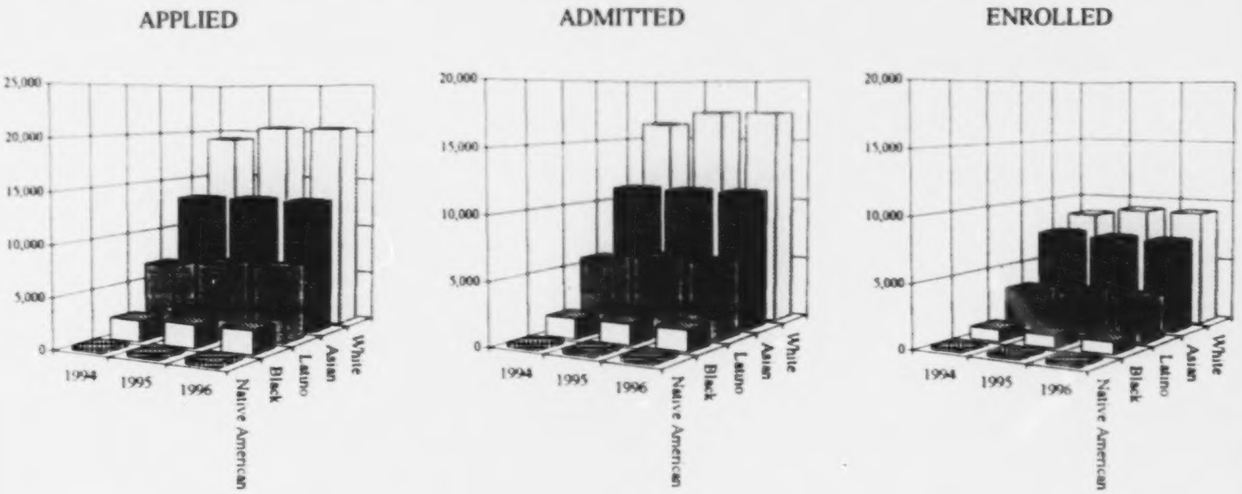


		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	**Applied**	13,750		5,580		15,225		671		21,795	
	Admitted	10,007	72.8	3,240	58.1	10,241	67.3	478	71.2	16,037	73.6
	Enrolled	5,611	56.1	2,188	67.5	6,394	62.4	265	55.4	9,078	56.6
1995-96	**Applied**	13,758		5,874		16,699		837		23,776	
	Admitted	9,883	71.8	3,147	53.6	10,981	65.8	567	67.7	18,171	76.4
	Enrolled	5,846	59.2	2,282	72.5	7,114	64.8	349	61.6	10,180	56.0
1996-97	**Applied**	14,316		6,094		16,811		737		24,825	
	Admitted	10,368	72.4	3,366	55.2	11,277	67.1	493	66.9	18,672	75.2
	Enrolled	6,216	60.0	2,563	76.1	7,478	66.3	287	58.2	11,036	59.1

Definition of Measure:	The number of applicants, those admitted and those enrolling as first-time freshmen at the California State University, as reported by CSU Division of Analytic Studies.
Use(s) of Measure:	This measure describes the disposition of applications for freshmen enrollment at the State University and provides some sense of changes in enrollment demand.
Related Measures:	Measures IV.A. and IV.B. provide statewide context. Measure IV.C.2. shows these data for the University of California.
Comparison Group:	Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.
Analysis:	The number of applicants from all racial-ethnic groups except Native Americans increased in 1996-97. The proporiton of Asian, Black, and Latino applicants who were admitted increased over last year but remained below the 1994 admission rates while the admission rates of Native Americans and White applicants decreased. The enrollment rates of admitted students from all groups, however, increased over their 1994-95 level. Larger numbers of applicants and increases in their enrollment rates consistently contributed to larger freshman enrollments except among Native Americans.

C.2.

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the University of California, 1994 to 1996

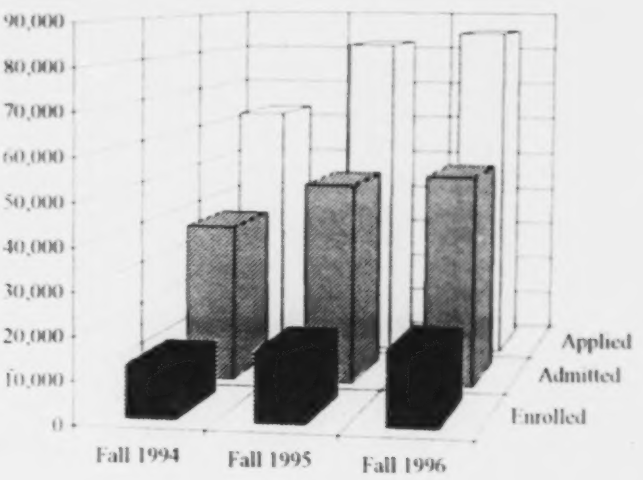


		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994	**Applied**	13,229		2,149		6,843		362		19,167	
	Admitted	11,128	84.1	1,627	75.7	5,672	82.9	317	87.6	16,306	85.1
	Enrolled	7,532	67.7	940	57.8	3,354	59.1	208	65.6	8,646	53.0
1995	**Applied**	13,344		2,292		7,332		459		20,461	
	Admitted	11,135	83.4	1,683	73.4	6,050	82.5	392	85.4	17,325	84.7
	Enrolled	7,359	66.1	945	56.1	3,432	56.7	248	63.3	9,192	53.1
1996	**Applied**	14,320		2,305		7,191		414		22,081	
	Admitted	11,951	83.5	1,628	70.6	5,744	79.9	360	87.0	18,362	83.2
	Enrolled	7,866	65.8	888	54.5	3,209	55.9	237	65.8	9,953	54.2

Definition of Measure:	The number of applicants, those admitted, and those enrolling as first-time freshmen at the University of California, as reported by the University of California.
Use(s) of Measure:	This measure describes the disposition of applications for freshmen enrollment at the University and provides some sense of changes in enrollment demand.
Related Measures:	Measures IV.A. and IV.B. provide statewide context and C.1. shows State University data.
Comparison Group:	Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.
Analysis:	The number of applicants increased for all groups except Latino and Native American students. The proportion of applicants who were admitted decreased for all groups except Native Americans; admission rates for Black and Latino applicants dropped nearly 3 percentage points. The proportion of admitted students who actually enrolled increased for Native American and White students only. Increases in freshman enrollments stemmed primarily from larger numbers of Asian and White applicants and an increase in White students' enrollment rate.

C.3.

Disposition of Applications Freshmen Admission at California Independent Colleges and Universities, Fall 1994 to Fall 1996

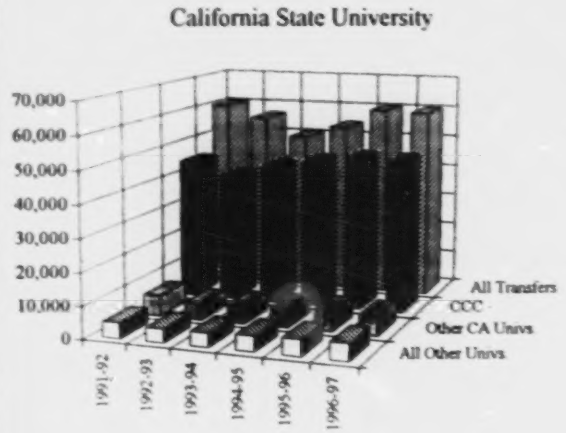


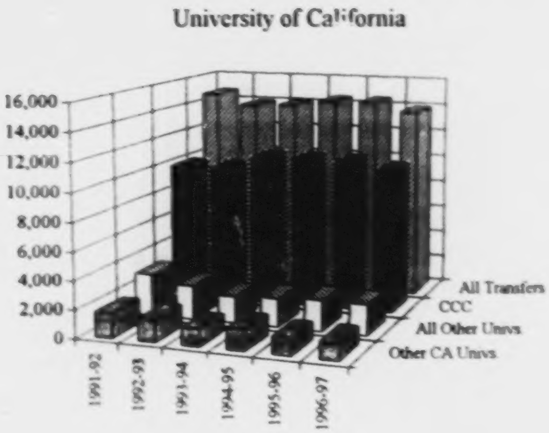
	Fall 1994		Fall 1995		Fall 1996	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Applied	63,025		81,929		85,201	
Admitted	38,211	60.6	49,127	60.0	51,512	60.5
Enrolled	12,614	33.0	16,608	33.8	17,715	34.4
Number of institutions	**30**		**47**		**50**	

Definition of Measure:	The number of applicants, those admitted and those enrolling as first-time freshmen at reporting independent colleges and universities.
Use(s) of Measure:	This measure describes the disposition of applications for freshmen enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.
Related Measures:	Measures IV.A. and IV.B. provide statewide context. Measure IV.C.1. and C.2. shows these data for the State's public universities.
Comparison Group:	Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.
Analysis:	Given the variable number of institutions reporting, the trend in terms of number of applicants is uncertain. The proportion of applicants who were admitted remained relatively stable while the proportion of admitted students who actually enrolled increased somewhat in Fall 1996.

D.

Origins of New Undergraduate Transfer Students to the California State University and the University of California, Full-Year 1991-92 to 1996-97


California State University


University of Ca'ifornia

	California State University				University of California			
Full Year	All New Transfer Students	California Community Colleges	Other California Institutions	All Other Institutions	All New Transfer Students	California Community Colleges	Other California Institutions	All Other Institutions
1991-92	56,188	44,900	6,452	4,836	14,711	9,972	1,741	2,998
1992-93	50,292	40,980	5,044	4,268	13,951	9,993	1,562	2,396
1993-94	54,189	44,454	5,474	4,261	14,073	10,940	1,218	1,915
1994-95	57,339	46,912	5,675	4,752	14,462	10,929	1,501	2,032
1995-96	60,153	48,688	6,399	5,066	14,381	10,879	1,257	2,195
1996-97	59,783	48,349	6,192	5,242	13,870	10,492	1,227	2,151

Definition of Measure: Number of transfer students enrolling during the academic year by institution of origin type, as reported by the California State University and the University of California to the Commission.

Use(s) of Measure: This measure describes changes in the number and origin of new students entering beyond the first-time freshman level.

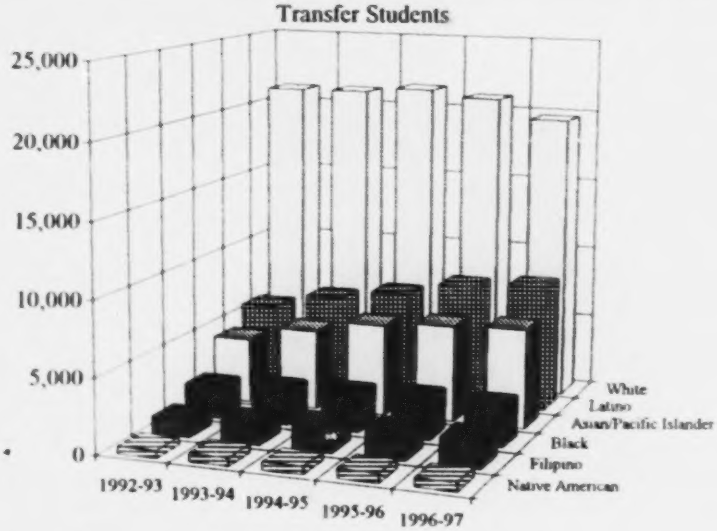
Related Measures: Measure IV. E. describes the racial/ethnic composition of community college transfers and IV.F. describes the pattern of applicants, admits and enrollments of these transfers.

Comparison Group: Differences in representation of transfer students from different source institutions over the last six years relates to major Master Plan and legislated transfer policies.

Analysis: The numbers of new transfer students at the State University and the University decreased in 1996-97. At the State University, the number of transfer students from other California institutions including the community colleges declined while out-of-state and foreign transfer students increased. At the University, transfer students from all types of institutions decreased except those from independent colleges and universities in California.

E.1.

Full-Year Community College Transfers by Racial/Ethnic Group to the California State University, 1992-93 to 1996-97

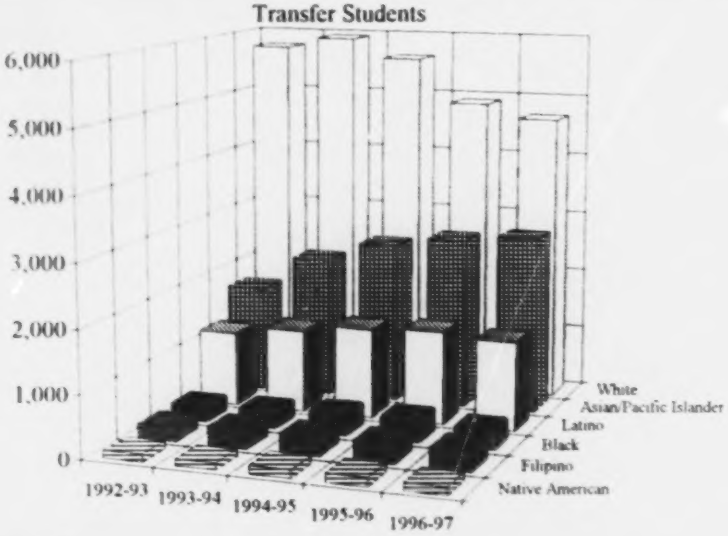


Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity
1992-93	40,980	4,416	2,241	1,204	5,780	500	--	21,061	35,202
1993-94	44,454	5,430	2,444	1,432	6,784	554	--	21,087	37,731
1994-95	46,912	6,212	2,654	1,739	7,437	539	--	21,402	39,983
1995-96	48,688	6,562	2,836	1,840	8,334	641	--	20,931	41,144
1996-97	48,349	6,741	2,799	1,867	8,661	604	--	19,623	40,295

Definition of Measure:	Number of new community college transfer students for the academic year, by racial/ethnic group, as reported by the State University to the Commission.
Use(s) of Measure:	This measure describes the racial/ethnic composition of the pool of new community college transfers to the State University over the full academic year.
Related Measures:	Measure IV.E.2. describes the University's community college transfer pool while Measure IV.F.1. describes the applicant, admit, and enrollment pattern for these transfers.
Comparison Group:	Full-year transfer data over the last five years by racial/ethnic group provides an indicator of the relative impact of transfer on baccalaureate opportunities for different groups of students.
Analysis:	The number of new students at the State University who transferred from a community college decreased slightly in 1996-97. The relatively small decline in the number of African American and the large decline in the number of White students was only partially offset by increases in the numbers of Asian, Filipino, and Latino students transferring from the community colleges.

E.2.

Full-Year Community College Transfers by Racial/Ethnic Group to the University of California, 1992-93 to 1996-97

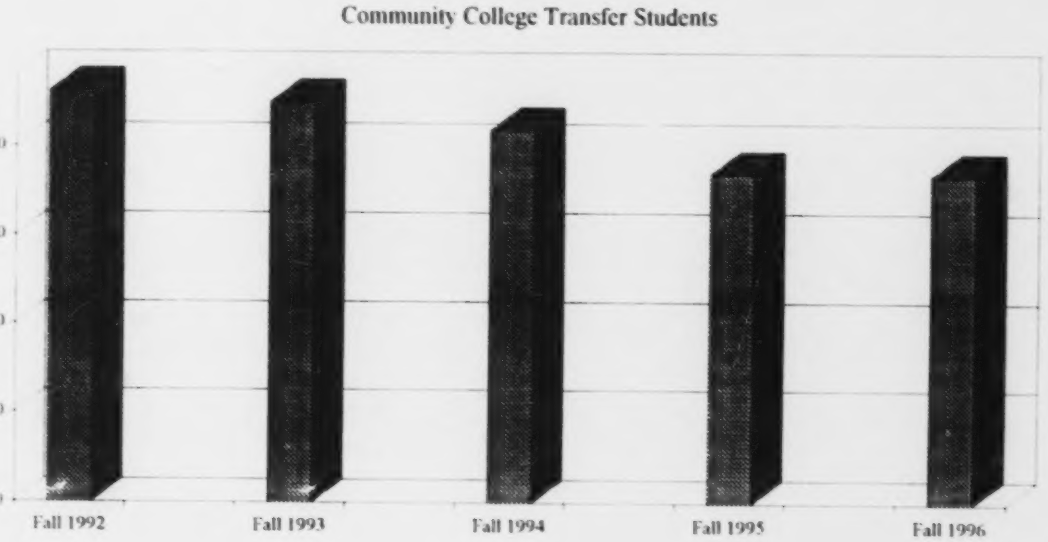


Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity
1992-93	9,993	1,721	274	229	1,205	121	--	5,751	9,301
1993-94	10,940	2,287	306	291	1,335	107	--	5,927	10,253
1994-95	10,929	2,610	364	306	1,452	129	--	5,614	10,475
1995-96	10,886	2,767	386	310	1,503	137	--	4,888	9,991
1996-97	10,492	2,863	333	318	1,430	124	--	4,664	9,732

Definition of Measure:	Number of new community college transfer students for the academic year, by racial/ethnic group, as reported by the University to the Commission.
Use(s) of Measure:	This measure describes the racial/ethnic composition of the pool of new community college transfers to the University over the full academic year.
Related Measure:	Measure IV.E.1. describes the State University's community college transfer pool while Measure IV.F.2. describes the applicant, admit, and enrollment pattern for these transfers.
Comparison Group:	Full-year transfer data over this period provides an indicator of the relative impact of transfer on baccalaureate opportunities for students from different groups.
Analysis:	The number of community college students transferring to the University decreased in 1996-97. The decrease stemmed from declines in the numbers of transfer students from all racial-ethnic groups, except Asian and Filipino community college students.

E.3.

Community College Transfers Enrolling at 20 California Independent Colleges and Universities, Fall 1992 to Fall 1996

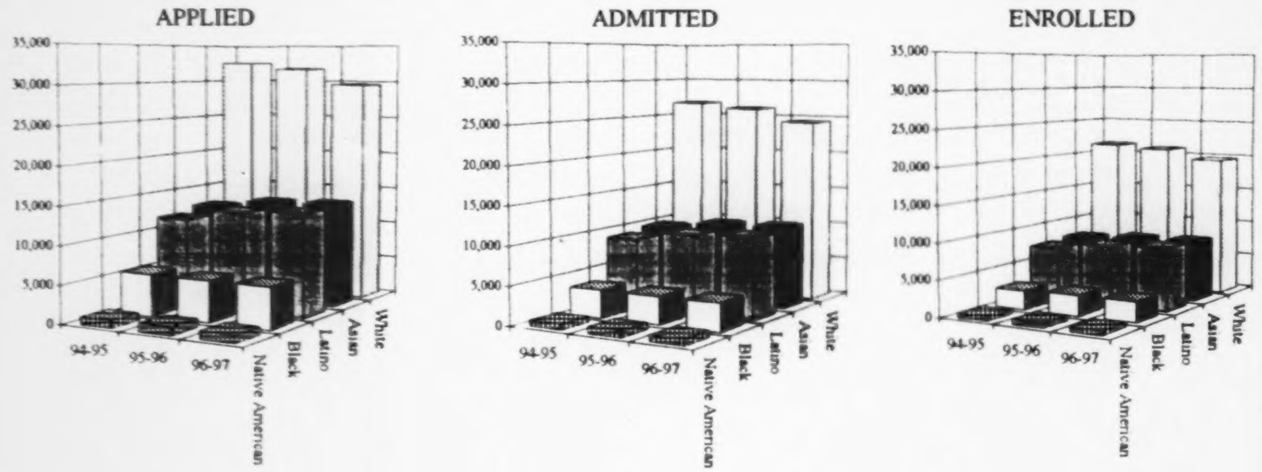


	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Community College Transfer Students	2,307	2,247	2,094	1,853	1,842

Definition of Measure:	Number of new community college transfer students for the academic year, as reported by 20 independent colleges and universities.
Use(s) of Measure:	This measure describes the pool of new community college transfers to independent colleges and universities over the full academic year.
Related Measures:	Measure IV.E.1 and E.2. describe the public universities' community college transfer pools while Measure IV.F.3 describes the applicant, admit, and enrollment pattern for these transfers.
Comparison Group:	These transfer data over the last four years provide some indication of shifts in the transfer objectives among some community college students seeking baccalaureate opportunities.
Analysis:	The number of community college students transferring to a representative set of 20 independent colleges and universities was relatively stable between Fall 1995 and Fall 1996. However, the number of transfers to these institutions has decreased by about 20 percent over the number of students transferring five years ago.

F.1.

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the California State University, 1994-95 to 1996-97


APPLIED

ADMITTED

ENROLLED

		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	**Applied**	12,791		5,468		11,774		980		32,568	
	Admitted	9,908	77.5	3,619	66.2	9,107	77.3	747	76.2	26,759	82.2
	Enrolled	7,951	80.2	2,654	73.3	7,437	81.7	539	72.2	21,402	80.0
1995-96	**Applied**	13,806		5,402		13,172		1,087		31,783	
	Admitted	10,703	77.5	3,605	66.7	10,265	77.9	819	75.3	26,118	82.2
	Enrolled	8,402	78.5	2,836	78.7	8,334	81.2	641	78.3	20,931	80.1
1996-97	**Applied**	13,964		5,347		13,568		1,013		29,658	
	Admitted	10,930	78.3	3,591	67.2	10,585	78.0	761	75.1	24,369	82.2
	Enrolled	8,608	78.8	2,799	77.9	8,661	81.8	604	79.4	19,623	80.5

Definition of Measure: The number of applicants, those admitted, and those enrolling as new community college transfer students at the California State University, as reported by the CSU Division of Analytic Studies.

Use(s) of Measure: This measure describes the disposition of applications for transfer enrollment at the State University and provides some sense of changes in enrollment demand.

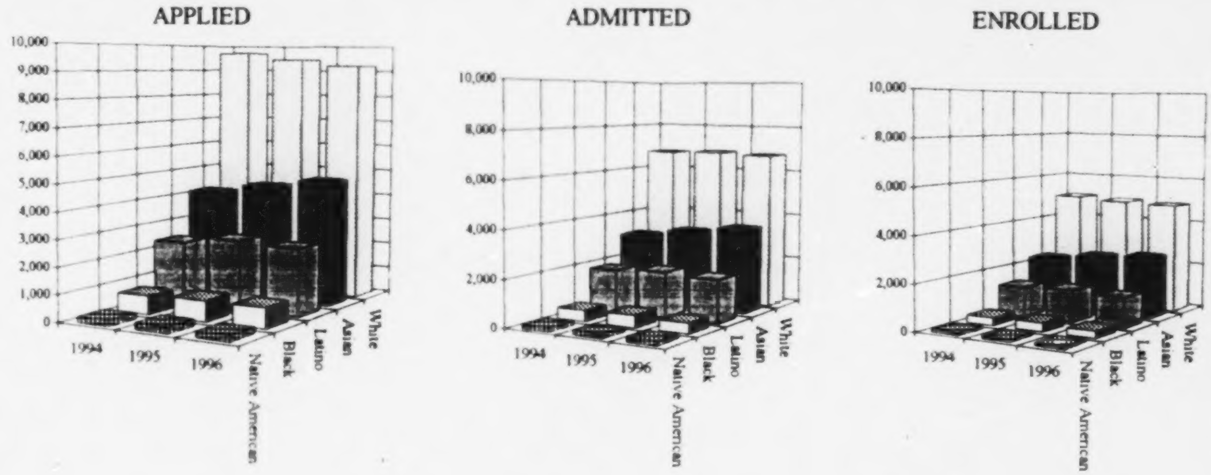
Related Measures: Measure IV.D. provides the statewide context. Measure IV.F.2 shows University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: The decline in the number of community college students transferring to the State University was primarily a function of a sizable decrease in the number of applicants, particularly among White students. Admission rates were stable or improved slightly for all groups. The proportion of admitted applicants who actually enrolled increased for all groups except Black students.

F.2.

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the University of California, 1994 to 1996



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994	**Applied**	4,199		697		2,403		223		9,705	
	Admitted	3,070	74.3	464	66.6	1,818	75.7	169	75.8	6,767	69.7
	Enrolled	2,325	74.5	342	73.7	1,314	72.3	124	73.4	5,017	74.1
1995	**Applied**	4,537		772		2,647		251		9,457	
	Admitted	3,443	75.9	517	67.0	1,943	73.4	176	70.1	6,816	72.1
	Enrolled	2,587	75.1	376	72.7	1,372	70.6	120	68.2	4,914	72.1
1996	**Applied**	4,841		771		2,540		233		9,221	
	Admitted	3,703	76.5	455	59.0	1,829	72.0	159	68.2	6,738	73.1
	Enrolled	2,733	73.8	300	65.9	1,294	70.7	113	71.1	4,838	71.8

Definition of Measure: The number of applicants, those admitted, and those enrolling as new community college transfer students at the University of California, as reported by the University.

Use(s) of Measure: This measure describes the disposition of applications for enrollment as transfers at the University and provides some sense of changes in enrollment demand.

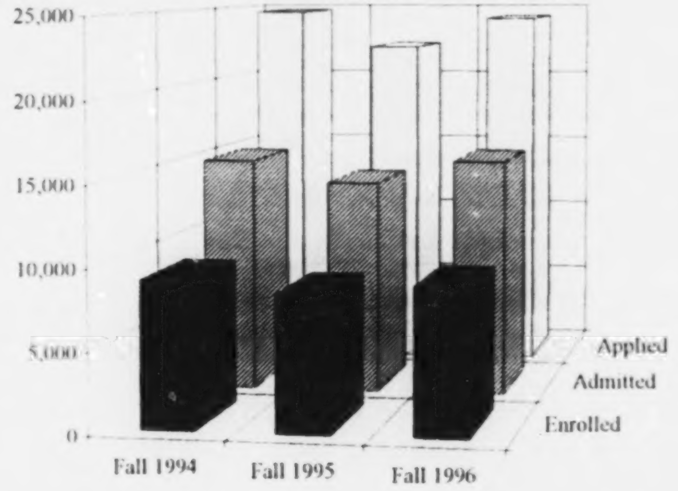
Related Measures: Measure IV.D. provides the statewide context. Measure IV.F.1 presents the State University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: The number of community college students applying for transfer to the University decreased for all groups except Asian students. The proportion of applicants who were admitted also decreased for all groups except Asian and White students; the admission rate for Black applicants dropped by 8 percentage points. The proportion of those admitted who actually enrolled decreased for all groups except Native American students. All three factors contributed to the decline in new community college transfer students enrolling at the University in Fall 1996.

F.3.

Disposition of Applications for Admission by Transfer Students at California Independent Colleges and Universities, Fall 1994 to Fall 1996

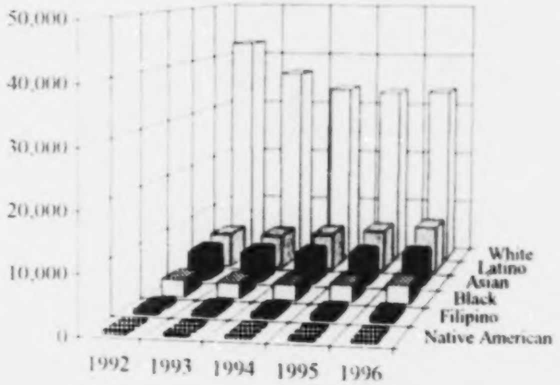


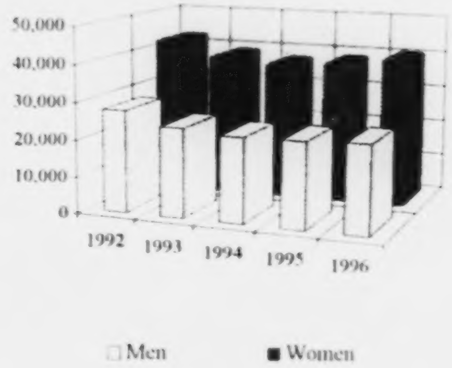
	Fall 1994		Fall 1995		Fall 1996	
	Number	Percent	Number	Percent	Number	Percent
Applied	24,688		22,220		24,244	
Admitted	15,132	61.3	13,757	61.9	15,249	62.9
Enrolled	9,136	60.4	8,443	61.4	9,050	59.3
Number of institutions	47		47		52	

Definition of Measure:	The number of applicants, those admitted and those enrolling as transfer students at the independent colleges and universities.
Use(s) of Measure:	This measure describes the disposition of applications for transfer enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.
Related Measures:	Measures IV.F.1. and 2. provide these data for the State's public universities.
Comparison Group:	Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted apllicants' final choice.
Analysis:	Both the number of applicants for transfer from California Community Colleges and the number of independent institutions reporting transfer data increased in 1996. The acceptance rate of these applicants increased over the last two years while the proportion who chose to enroll actually decreased. As a result, the number of community college transfer students reported enrolling in independent colleges increased slightly.

G.1.

Graduate Enrollment by Racial/Ethnic Group at the California State University
Fall 1992 to Fall 1996





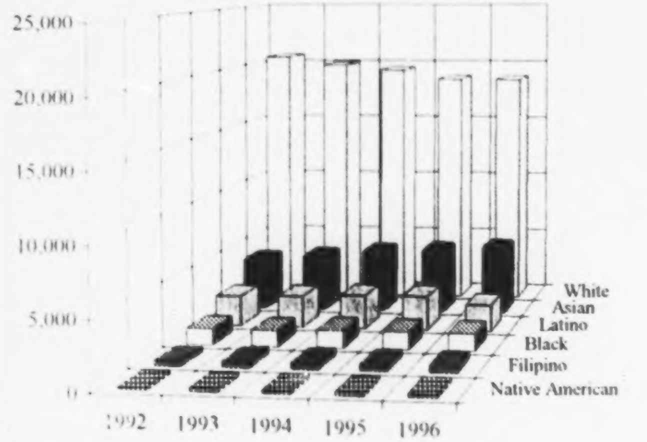
Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Men	Women
1992	70,551	5,544	3,065	847	6,251	544	42,456	58,707	27,812	42,759
		9.4%	5.2%	1.4%	10.6%	0.9%	72.3%		39.4%	60.6%
1996	64,161	6,061	3,374	1,113	8,667	552	33,359	53,126	23,842	40,319
		11.4%	6.4%	2.1%	16.3%	1.0%	62.8%		37.2%	62.8%

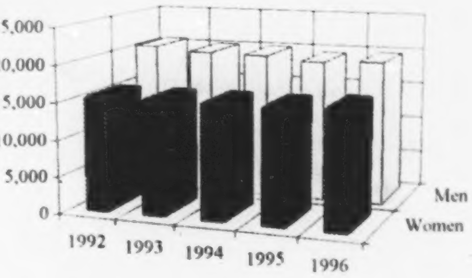
Note: Graduate enrollments include Masters, postbaccalaureate and joint doctoral enrollments.

Definition of Measure:	Numbers of postbaccalaureate and graduate students by racial/ethnic group and gender as reported by the State University to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers and diversity of post-baccalaureate and graduate students. Post-baccalaureate students are included because of the State University's major responsibility for teacher education.
Related Measures:	Measure IV.H.1. describes the disposition of postbaccalaureate and graduate applicants by racial/ethnic group. V.C.1. describes the racial/ethnic and gender composition of bachelor degree recipients and V.D.1. graduate degree recipients at the State University.
Comparison Group:	The size and composition of these enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.
Analysis:	While overall graduate enrollments dropped 9 percent from their 1992 level, the enrollments of all racial-ethnic groups except White students increased. Contrary to the five-year trend, White enrollments increased between 1995 and 1996. While the enrollments of both men and women dropped but the decline for men was 14 percent and for women was 6 percent.

G.2

Graduate Enrollment by Racial/Ethnic Group at the University of California, Fall 1992 to Fall 1996





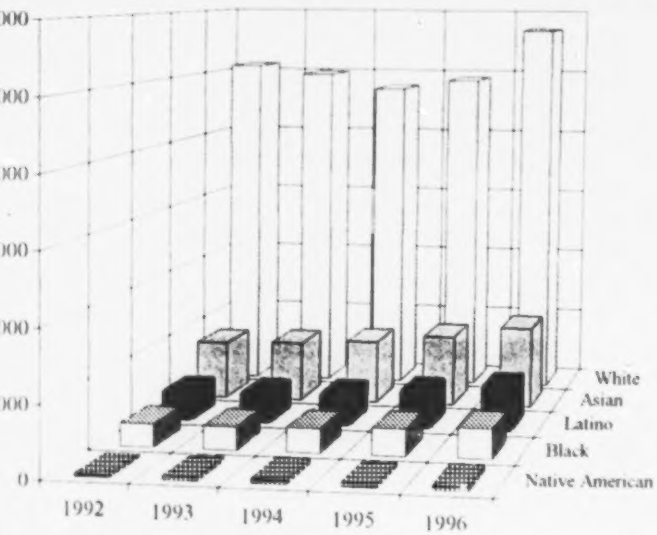
Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Men	Women
1992	36,212	4,168	1,262	410	2,401	230	20,588	29,059	20,506	15,706
		14.3%	4.3%	1.4%	8.3%	0.8%	70.8%	80.2%	56.6%	43.4%
1996	35,585	5,448	1,304	492	2,056	255	18,747	28,302	19,585	16,000
		19.2%	4.6%	1.7%	7.3%	0.9%	66.2%	79.5%	55.0%	[illegible]

Note: Excludes postbaccalaureate students and interns and residents. Subgroup data excludes nonresident aliens and nonrespondents.

Definition of Measure:	Number of graduate students by racial/ethnic group and gender, excluding postbaccalaureate and medical interns and residents, as reported by the University to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers and diversity of graduate students at the University.
Related Measures:	Measure IV.H.2. describes the disposition of graduate applications by racial/ethnic group. Measure V.D.2. and V.E. describe the racial/ethnic and gender composition of degree recipients.
Comparison Group:	The size and composition of graduate enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.
Analysis:	Since 1992, graduate enrollment has decreased by 1.7 percent. However, the 1996 enrollment was slightly larger than last year. Since 1992, the enrollments of all groups except Latino and White studetns increased. The entire decline in the enrollment of Latino students occurred since 1995 while the enrollment of White students actually increased slightly over their 1995 level.

G.3.

Graduate and Professional Enrollment by Racial/Ethnic Group at California Independent Colleges and Universities, Fall 1992 to Fall 1996

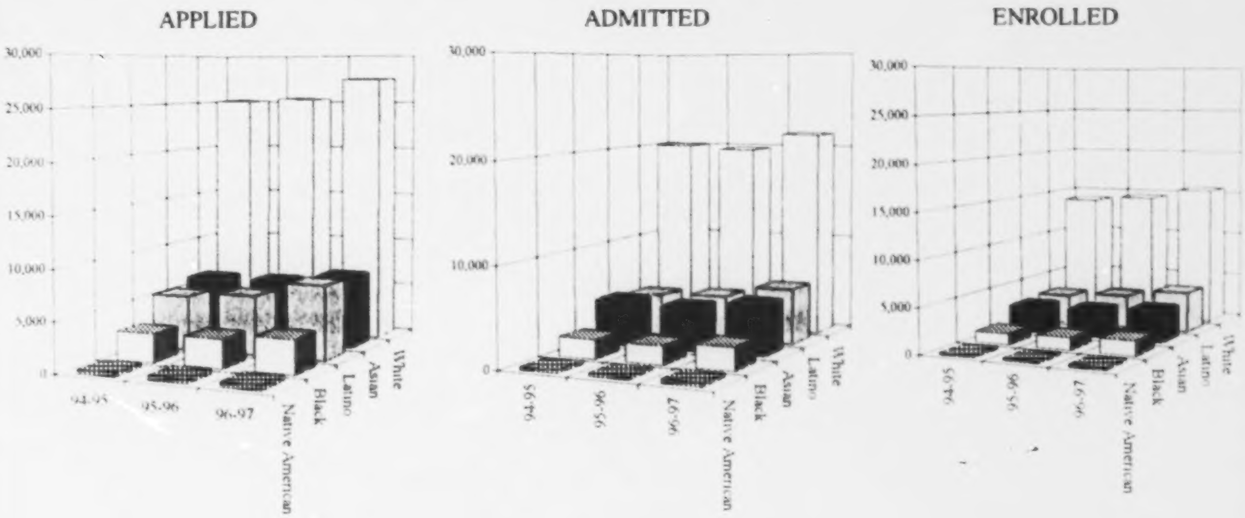


Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Latino	Native American	White	Total, Declared Ethnicity	Men	Women
1992	74,952	8,536	3,300	4,442	372	51,050	67,700	39,402	35,550
		12.6%	4.9%	6.6%	0.5%	75.4%	90.3%	52.6%	47.4%
1996	96,962	12,084	4,270	6,561	631	57,107	80,653	47,673	49,289
		15.0%	5.3%	8.1%	0.8%	70.8%	83.2%	49.2%	50.8%

Definition of Measure:	Numbers of postbaccalaureate and graduate students by racial/ethnic group and gender as reported by independent colleges and universities.
Use(s) of Measure:	This measure describes changes in the numbers and diversity of postbaccalaureate and graduate students.
Related Measures:	Measures IV.G.1. and 2. provide this information for the public universities.
Comparison Group:	The size and composition of these enrollments over time provide the bases for assessing current progress related to educational equity.
Analysis:	Reported graduate enrollments at independent colleges and universities increased by 29 percent over 1992. The largest proportional increases occurred among Asian, Latino and Native American students. The entire increase in the enrollment of White students occurred since Fall 1995. The increase in enrollment for women -- 39 percent -- outstripped that of men -- 21 percent.

H.1.

Disposition of New Postbaccalaureate and Graduate Applications for Admission at the California State University, by Racial/Ethnic Group, 1994-95 to 1996-97


APPLIED

ADMITTED

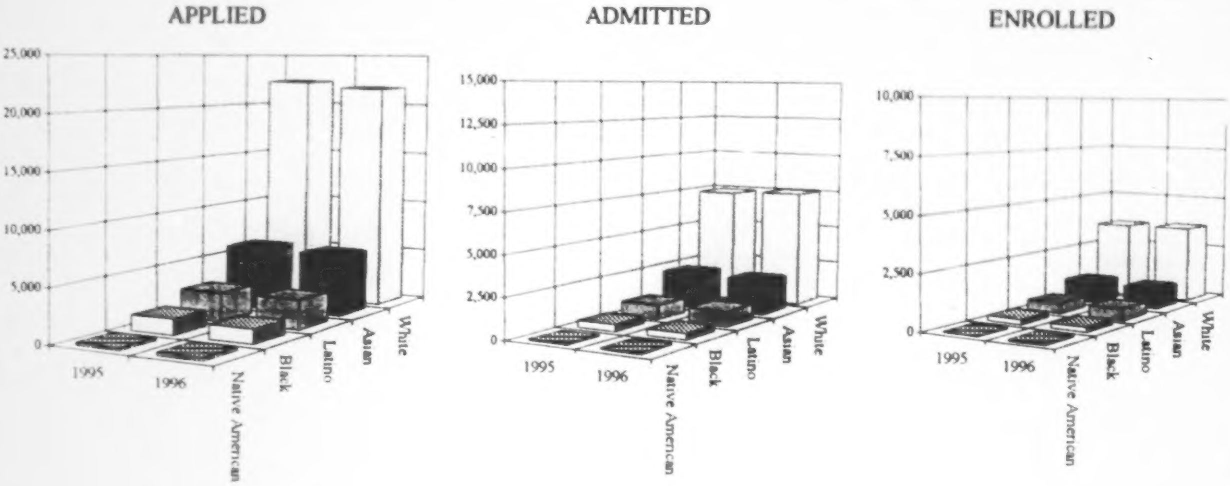
ENROLLED

		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	**Applied**	6,500		2,869		5,507		436		25,118	
	Admitted	4,734	72.8	1,952	68.0	4,279	77.7	328	75.2	20,039	79.8
	Enrolled	3,087	65.2	1,245	63.8	3,169	74.1	209	63.7	13,986	69.8
1995-96	**Applied**	6,577		2,903		5,974		450		25,380	
	Admitted	4,496	68.4	1,881	64.8	4,537	75.9	333	74.0	19,715	77.7
	Enrolled	3,140	69.8	1,369	72.8	3,621	79.8	254	76.3	14,499	73.5
1996-97	**Applied**	7,416		3,418		7,469		509		27,513	
	Admitted	5,274	71.1	2,349	68.7	5,748	77.0	396	77.8	21,447	78.0
	Enrolled	3,633	68.9	1,620	69.0	4,454	77.5	292	73.7	15,599	72.7

Definition of Measure:	Number of students applying, being admitted, and enrolling in postbaccalaureate and graduate programs as reported by the State University Office of Analytic Studies.
Use(s) of Measure:	This measure describes disposition of postbaccalaureate and graduate school applications at the State University over the last three years.
Related Measures:	Measure IV.G.1. describes the composition of total postbaccalaureate and graduate enrollments. Measure IV.H.2. shows these data for the University of California.
Comparison Group:	The three-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level.
Analysis:	Sizable increases in the number of applicants from all racial-ethnic groups occurred in 1996-97. In addition, the acceptance rates increased for all groups. However, the enrollment rates for admitted students decreased from their levels last year but were higher than these rates in 1994-95. Graduate enrollment increases were primarily driven by increases in numbers of applicants.

H.2.

Disposition of Applications for Graduate Admission by Racial/Ethnic Group, at the University of California, 1994 to 1996


APPLIED ADMITTED ENROLLED

		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995	**Applied**	6,106		1,471		2,707		273		22,309	
	Admitted	2,333	38.2	424	28.8	873	32.2	88	32.2	7,355	33.0
	Enrolled	1,097	47.0	236	55.7	474	54.3	41	46.6	3,532	48.0
1996	**Applied**	5,983		1,336		2,711		267		21,740	
	Admitted	2,260	37.8	366	27.4	923	34.0	84	31.5	7,514	34.6
	Enrolled	1,045	46.2	213	58.2	508	55.0	55	65.5	3,564	47.4

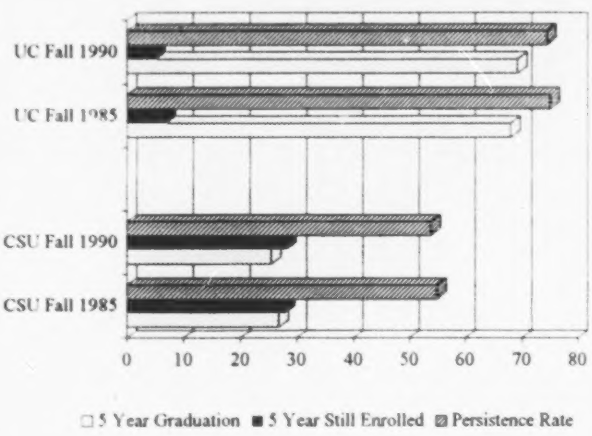
Note: These data have been revised and now exclude only professional degree programs.

Definition of Measure:	Numbers of students applying, being admitted, and enrolling as graduate students in Letters & Sciences, Agriculture, and Engineering as provided by the University.
Use(s) of Measure:	This measure describes the disposition of primarily academic Ph.D. applications at the University. Applications for all professional degree programs are excluded.
Related Measures:	Measure IV.G.2. describes the composition of all graduate enrollments. Measure IV.H.1. presents these data for the State University graduate enrollments. V.F. describes graduate degree attainment.
Comparison Group:	The three-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level in these disciplines.
Analysis:	In 1996, the numbers of applicants for academic graduate programs declined for all racial-ethnic groups except Latino students. At the same time, acceptance rates increased for Latino and White applicants only. The actual enrollment rates increased for Black, Latino, and Native American accepted applicants. As a result, enrollment of Latino, Native American and White students increased slightly while Asian and Black graduate enrollment decreased slightly

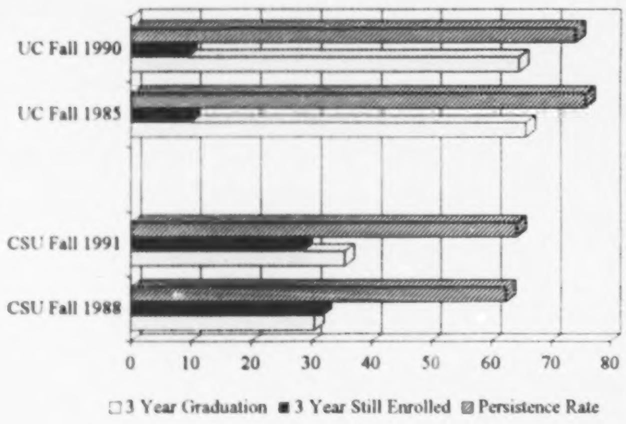
A.1.a.

Five-Year Persistence Rates of Freshmen and Three-Year Rates for Community College Transfer Students Regularly Admitted at California's Public Universities, Fall 1985 and Fall 1990

Native Freshmen



CCC Transfer Students

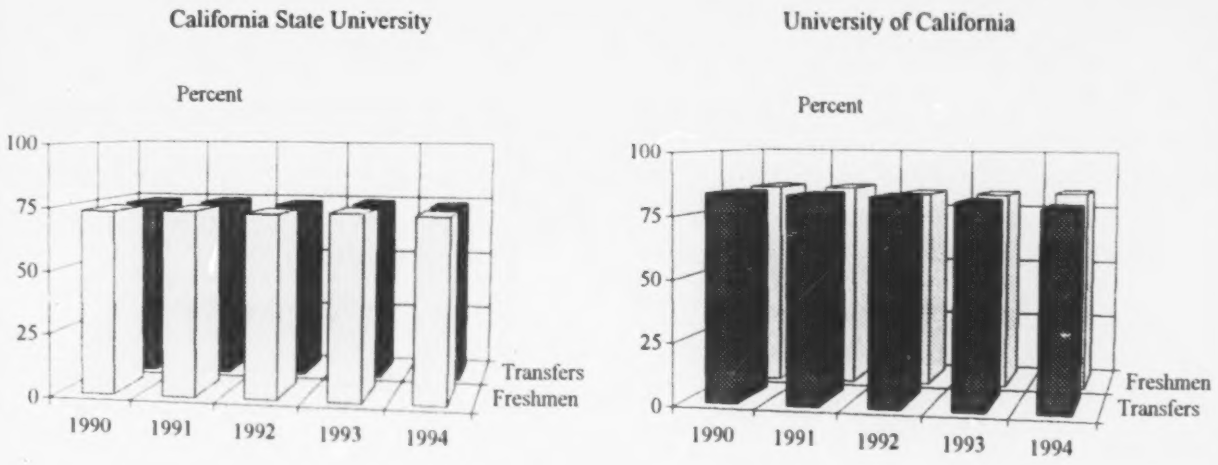


	Fall 1985	Fall 1990	Fall 1985	Fall 1990
Native Freshmen	**CSU**	**CSU**	**UC**	**UC**
5 Year Graduation	26.8	25.5	68.0	69.2
5 Year Persistence	28.1	28.3	7.0	5.2
Graduation & Persistence Rate	54.9	53.8	75.0	74.4
	Fall 1985	**Fall 1990**	**Fall 1985**	**Fall 1990**
Community College Transfers	**CSU**	**CSU**	**UC**	**UC**
3 Year Graduation	30.5	35.5	65.8	64.6
3 Year Persistence	31.9	28.7	10.0	9.5
Graduation & Persistence Rate	62.4	64.2	75.8	74.1

Definition of Measure:	Percentage of regularly admitted freshmen who graduated or continued within five years and community college transfers within three years as reported by the CSU Division of Analytic Studies and the UC Office of Student Academic Services.
Use(s) of Measure:	This measure provides an indicator of the proportion of students who are completing their baccalaureate studies within the time periods specified.
Related Measures:	V.A.1.b. provides this data for specially admitted students. V.A.2.a. provides data on first year persistence rates for these students. Measures in V.D. provide data about degree completion.
Comparison Group:	Multi-year data show changes across time and student cohorts.
Analysis:	The proportion of native freshmen who had either graduated or were still enrolled at the State University or the University decreased slightly from the 1985 to the 1990 cohort. At the State University, the decrease was caused by a lower graduation rate while at the University, the cause was a smaller persistence rate. Among community college transfer students at the State University, the 3-year graduation rate improved substantiallly while persistence decreased somewhat. At the University, community college persistence and graduation rates decreased. New Fall 1992 data for the State University will show substantial improvement in all rates.

A.2.b.

One-Year Persistence Rates for First-time Freshmen and Community College Transfer Students "Admitted by Exception," Fall 1991 To Fall 1995


California State University

University of California

	California State University					University of California				
	1991	1992	1993	1994	1995	1991	1992	1993	1994	1995
First-time Freshmen	67.9	72.1	71.8	69.7	72.5	84.3	84.3	82.1	82.1	82.9
Community College Transfer	73.5	74.0	73.2	73.9	73.3	83.7	83.3	83.1	81.3	79.2

Definition of Measure: Percentage of specially admitted first-time freshmen and community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices.

Use(s) of Measure: This measure describes changes in the first-year persistence of successive cohorts of entering specially admitted or admitted by exception students.

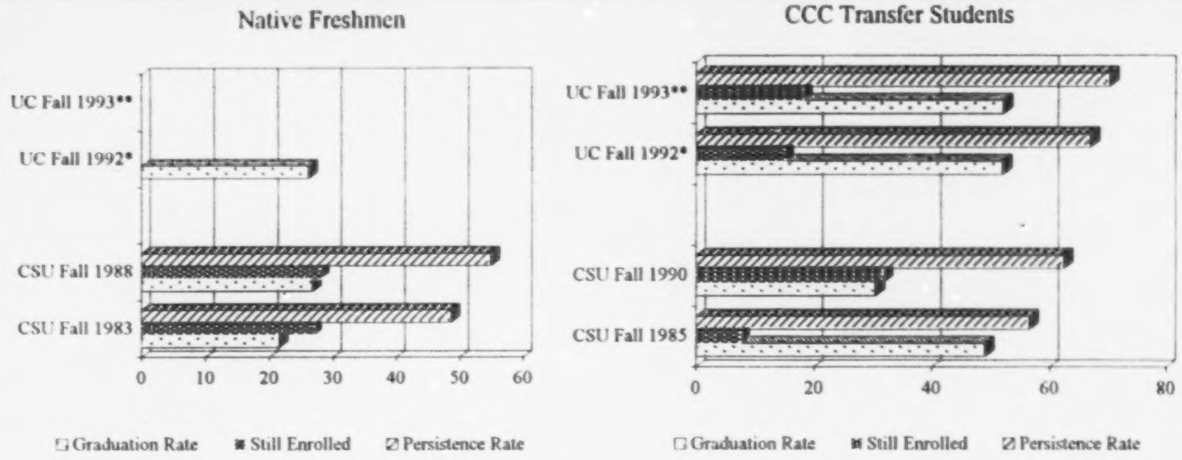
Related Measures: Measures V.A. present five-year graduation and persistence data for these students.

Comparison Group: This measure presents persistence data for the most recent five-year period reported by the systems.

Analysis: The first year persistence rate for freshmen admitted by exception at the State University improved substantially and was at its highest level in five years. At the University, this rate also improved but to a smaller degree and it remained substantially below its 1992 level. First year persistence of community college transfer students admitted by exception at the State Universtiy decreased slightly from last year and remained above this rate for freshmen. At the University, first year persistence for these students dropped substantially and was more than 4 percentage points below its 1991 level and more than 3 percentage points below this rate for freshmen.

A.1.c.

Five-Year Persistence Rates of Freshmen with Disabilities and Three-Year Rates for Community College Transfer Students with Disabilities at California's Public Universities, Various Years



Native Freshmen	**Fall 1983 CSU**	**Fall 1988 CSU**
5-Year Graduation	21.6	26.8
5-Year Still Enrolled	27.0	28.1
Persistence Rate	48.6	54.9

	Fall 1992 UC	**Fall 1993 UC**
4-Year Graduation	26.1	N/A
1-Year Persistence	98.0	94.1
2-Year Persistence	90.9	87.5

Community College Transfers	**Fall 1985 CSU**	**Fall 1990 CSU**
3-Year Graduation	48.9	30.5
3-Year Still Enrolled	7.6	31.9
Persistence Rate	56.5	62.4

	Fall 1992 UC	**Fall 1993 UC**
3-Year Graduation	52.0	52.1
3-Year Still enrolled	15.0	18.2
1-Year Persistence	93.4	92.7

*UC 1992 persistence data for only 4 years

**UC 1993 persistence data for only three year

Definition of Measur Percentage of freshmen with disabilities who graduated or continued within five years and community college transfer students with disabilities with three years as reported by the California State University.

Use(s) of Measure: This measure provides an indicator of the proportion of these students completing their baccalaureate studies within the time periods specified.

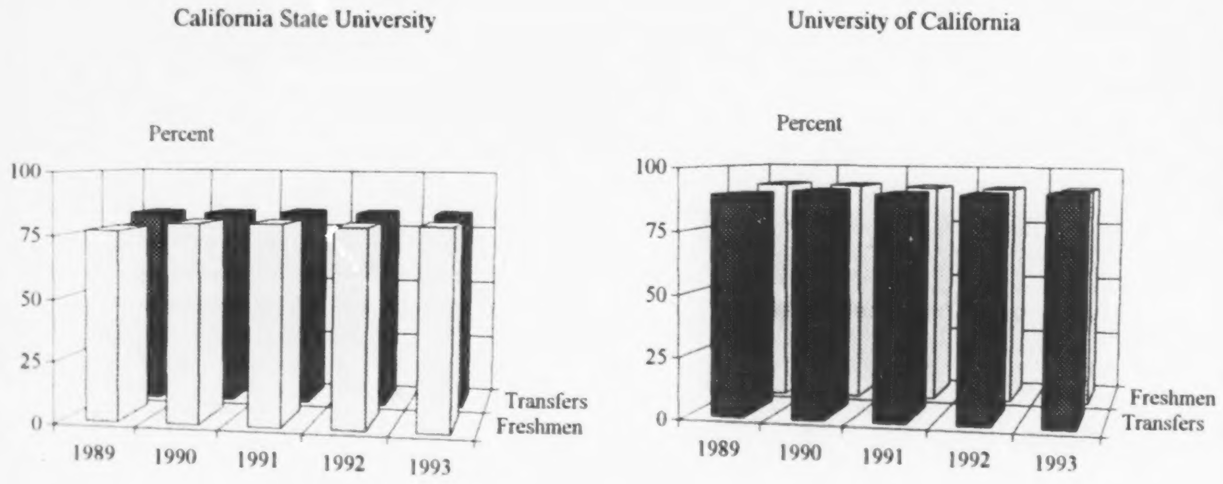
Related Measures: Measure V.A.1.a and 1.b. provide this information for regularly and specially admitted students.

Comparison Group: Currently, the University of California continues to develop these for recent student cohorts.

Analysis: No new information on persistence rates for students with disabilities at the State University is available. Native freshmen with disabilities have persistences rates that are equal to or better than all students while transfer students with disabilities have somewhat lower graduation and persistence rates than all community college transfer students. At the University of California, the overall persistence of native freshmen and transfer students was somewhat below these rates for other regularly admitted students; however, their one-year persistence rates were well above the one-year rates for other regularly admitted students.

A.2.a.

One-Year Persistence Rates for First-time Freshmen and Community College Transfer Students Regularly Admitted, Fall 1991 To Fall 1995



California State University

University of California

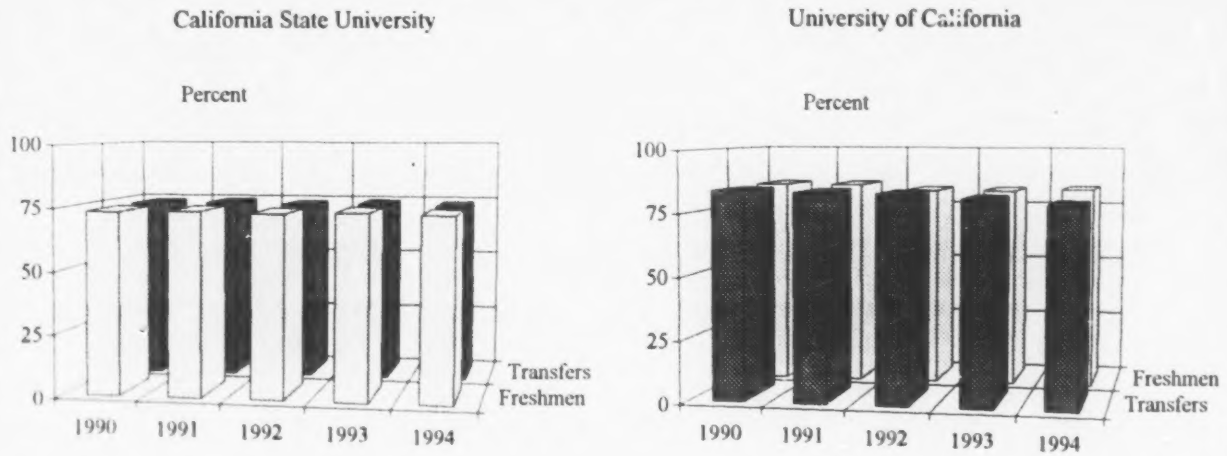
	California State University					University of California				
	1991	**1992**	**1993**	**1994**	**1995**	**1991**	**1992**	**1993**	**1994**	**1995**
First-time Freshmen	77.0	80.2	80.4	79.6	80.4	92.2	92.1	91.5	91.2	91.2
Community College Transfer	81.6	81.9	82.5	82.6	82.4	89.5	91.2	90.4	90.5	91.2

Definition of Measure:	Percentage of regularly admitted first-time freshmen and community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices.
Use(s) of Measure:	This measure describes changes in the first-year persistence of successive cohorts of entering regularly admitted students.
Related Measures:	Measure V.A. present five-year graduation and persistence data for these students.
Comparison Group:	This measure presents persistence data for the most recent five-year period reported by the systems.
Analysis:	The first-year persistence rate for regularly admitted freshmen at the State University recovered its 1993 level while at the University, the rate for these students was unchanged from last year and remained a full percentage point below its 1991 level. The first year persistence rate of regularly admitted community college transfer students at the State University dropped slightly from last year but remained substantially above the freshman rate. At the University, the persistence rate for transfer students improved and was equal to the freshman rate.

California Postsecondary Education Commission,
Higher Education Performance Indicators Report, 1996

A.2.b.

One-Year Persistence Rates for First-time Freshmen and Community College Transfer Students "Admitted by Exception," Fall 1991 To Fall 1995


California State University

University of California

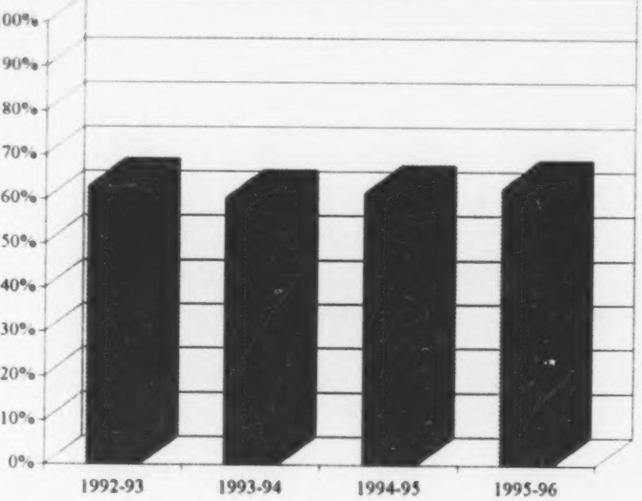
	California State University					University of California				
	1991	1992	1993	1994	1995	1991	1992	1993	1994	1995
First-time Freshmen	67.9	72.1	71.8	69.7	72.5	84.3	84.3	82.1	82.1	82.9
Community College Transfer	73.5	74.0	73.2	73.9	73.3	83.7	83.3	83.1	81.3	79.2

Definition of Measure:	Percentage of specially admitted first-time freshmen and community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices.
Use(s) of Measure:	This measure describes changes in the first-year persistence of successive cohorts of entering specially admitted or admitted by exception students.
Related Measures:	Measures V.A. present five-year graduation and persistence data for these students.
Comparison Group:	This measure presents persistence data for the most recent five-year period reported by the systems.
Analysis:	The first year persistence rate for freshmen admitted by exception at the State University improved substantially and was at its highest level in five years. At the University, this rate also improved but to a smaller degree and it remained substantially below its 1992 level. First year persistence of community college transfer students admitted by exception at the State Universtiy decreased slightly from last year and remained above this rate for freshmen. At the University, first year persistence for these students dropped substantially and was more than 4 percentage points below its 1991 level and more than 3 percentage points below this rate for freshmen.

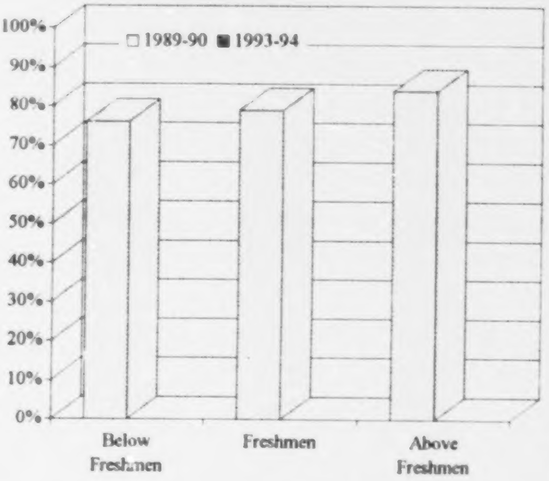
A.2.c

Term-to-Term Persistence Rates of All Community College Students Enrolled for Credit and Community College Students with Disabilities, 1992-93 to 1995-96

All Credit Enrollment Term-to-term Persistence, 1992-93 to 1995-96



Community College Students with Disabilities Term-to-term Persistence, 1989-90 and 1992-93



	Term-to-term Persistence*			
	1992-93	1993-94	1994-95	1995-96
All Credit Enrollment	63%	60.5%	61.6 %	62.7 %

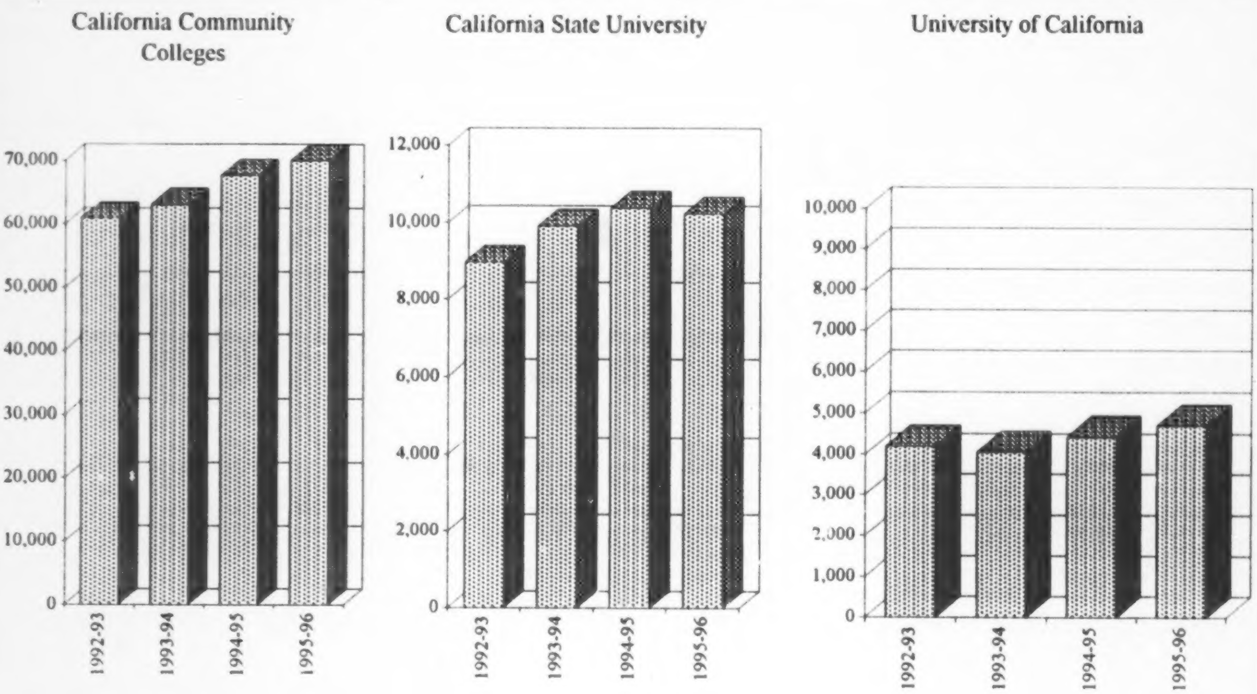
	Term-to-term Persistence*	
	1989-90	1993-94
Freshmen	79 %	**Under**
Above Freshmen	84 %	**Revision**
Below Freshmen	76 %	

*As reported under requirements of AB746

Definition of Measure:	Community college data are term-to-term persistence rates computed for all students enrolled for credit and for students with disabilities.
Use(s) of Measure:	This measure provides an indicator of continuity of enrollment of students at community colleges.
Related Measures:	V.A.1. and A.2. show persistence to degree at the State's public universities. This is the only persistence measure currently available for the community colleges.
Comparison Group:	Persistence data for all community college credit students are a necessary context for interpreting persistence data for students with disabilities.
Analysis:	The term-to-term persistence of students enrolled for credit improved somewhat in the current year. This 1995-96 persistence rate was very similar to the persistence rate in 1992-93. Term-to-term persistence rates for students with disablilities at the community colleges is currently under revision.

B.

Number of Students Served by Programs for Students with Disabilities in California Public Postsecondary Education, 1992-93 to 1995-96


California Community Colleges

California State University

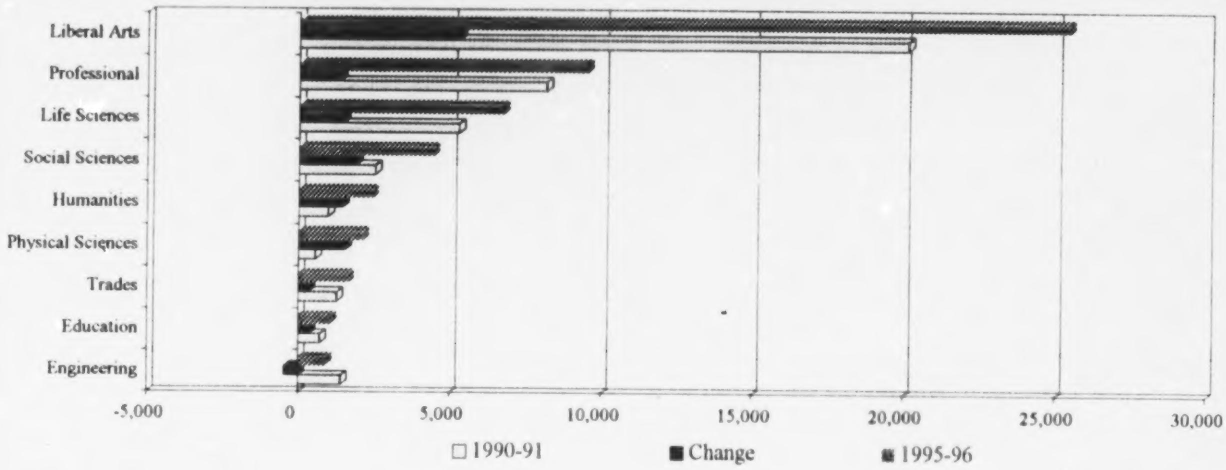
University of California

	California Community Colleges		California State University		University of California	
1992-93	60,911		8,968		4,193	
1993-94	63,078	3.6%	9,916	10.6%	4,049	-3.4%
1994-95	67,606	7.2%	10,384	4.7%	4,427	9.3%
1995-96	71,491	5.7%	10,227	-1.5%	4,703	6.2%

Definition of Measure:	Number and percent change of disabled students served by programs for students with disabilities as reported biennually by the systems to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of students with disabilities who seek assistance and are served by programs for students with disabilities.
Related Measures:	Additional data are needed to establish an appropriate reference measure for this indicator.
Comparison Group:	The data are required to be reported only biennually and only in terms of total numbers served.
Analysis:	The number of students served by programs for students with disabilities increased once again at the community colleges. At the State University, the numbers of students served by these programs declined slightly in 1995-6 but remained substantially above the numbers seved in 1992-93. At the University, the number of students served increased in 1995-96 but to a somewhat lesser extent than the previous year.

C.1.

Associate Degrees Awarded at the California Community Colleges by Discipline, 1990-91 to 1995-96, with Change Between 1990-91 and 1995-96

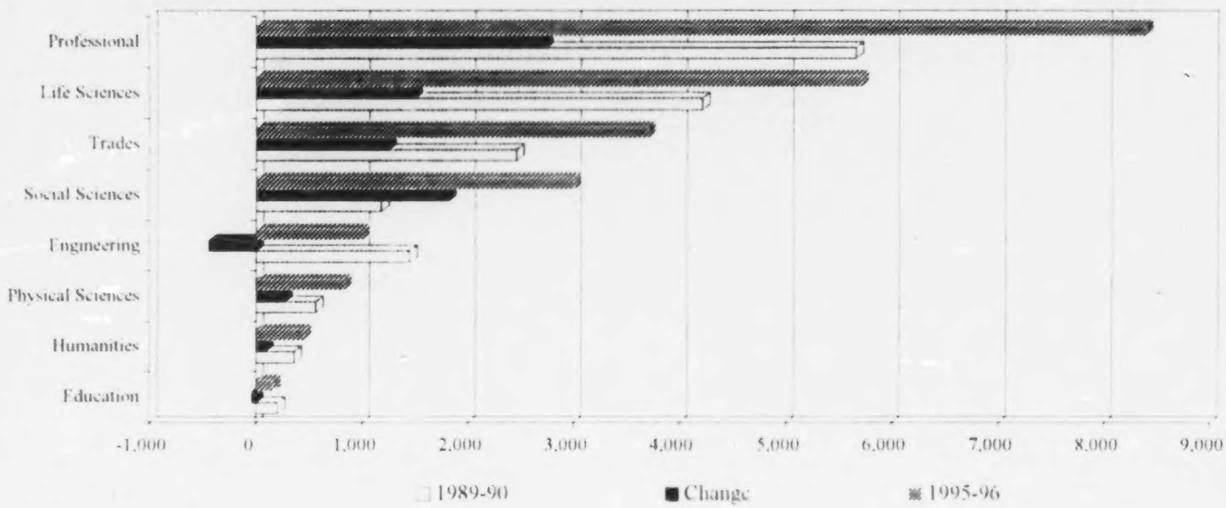


Associate Degrees by Major Discipline Areas	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Change from 1991 to 1996	
Education	716	1,575	897	943	1,153	1,087	371	23.6 %
Engineering	1,398	991	1,187	1,254	934	929	-469	-47.3 %
Humanities	974	1,869	2,664	2,658	2,873	2,438	1,464	78.3 %
Life Sciences	5,288	5,147	5,870	6,435	6,870	6,758	1,470	28.6 %
Physical Sciences	571	1,380	1,742	1,852	2,047	2,120	1,549	112.2 %
Professional	8,162	7,055	8,672	9,265	9,291	9,522	1,360	19.3 %
Social Sciences	2,537	2,849	4,086	4,377	4,458	4,443	1,906	66.9 %
Liberal Arts/Interdisplinary Studies	20,135	17,221	21,764	24,068	24,692	25,436	5,301	30.8 %
Trades	1,277	1,158	1,380	1,427	1,600	1,635	358	30.9 %
Total AA Degrees Awarded	42,529	40,453	49,692	54,607	54,685	54,368	11,839	29.3 %
Annual Change		-4.9 %	22.8 %	9.9 %	0.1 %	-0.6 %		

Definition of Measure:	Number of associate degrees awarded by major discipline by the California Community Colleges, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of associate degrees awarded over the last five years reflecting changes in students' majors.
Related Measures:	V.C.2. provides information on pre-baccalaureate certificates awarded by the community colleges and V.D., E. and F. provide information about degrees at other levels.
Comparison Group:	The five-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.
Analysis:	The number of Associate of Arts (AA) degrees awarded in 1995-96 declined slightly from last year. Small decreases in most discipline areas were partially offset by the increases in the Physical Sciences, Professional programs, and Liberal Arts/Interdisciplinary Studies. The latter area had the largest growth in number of awards over the last six years while the largest proportional growth occurred in the Physical Sciences and Humanities. Over the last six years, only Engineering degrees decreased.

C.2

Pre-Baccalaureate Certificates Awarded at the California Community Colleges by Discipline, 1990-91 to 1995-96, with Change Between 1990-91 and 1995-96



Pre-Baccalaureate Certificates by Major Discipline Areas	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Change from 1991 to 1996	
Education	206	375	295	248	177	167	-39	-10.4 %
Engineering and Related Technologies	1,451	1,766	1,709	1,922	1,141	1,007	-444	-25.1 %
Humanities	362	496	715	788	457	453	91	18.3 %
Life Sciences	4,217	4,174	5,391	5,665	5,508	5,714	1,497	35.9 %
Physical Sciences	564	558	636	613	764	836	272	48.7 %
Professional	5,662	5,895	7,342	8,039	8,139	8,393	2,731	46.3 %
Social Sciences	1,183	1,307	2,069	1,588	2,720	3,003	1,820	139.3 %
Liberal Arts/Interdisplinary Studies	35	234	132	253	40	61	26	11.1 %
Trades	2,456	2,263	2,822	3,127	3,402	3,705	1,249	55.2 %
Total Pre-Baccalaureate Certificates	16,136	17,068	21,191	22,450	23,746	23,339	7,203	42.2 %
Annual Change		5.8 %	24.2 %	5.9 %	5.8 %	-1.7 %		

Definition of Measure: Number of pre-baccaulaureate certificates awarded by major discipline by the California Community Colleges, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of certificates awarded over the last five years reflecting changes in students' majors.

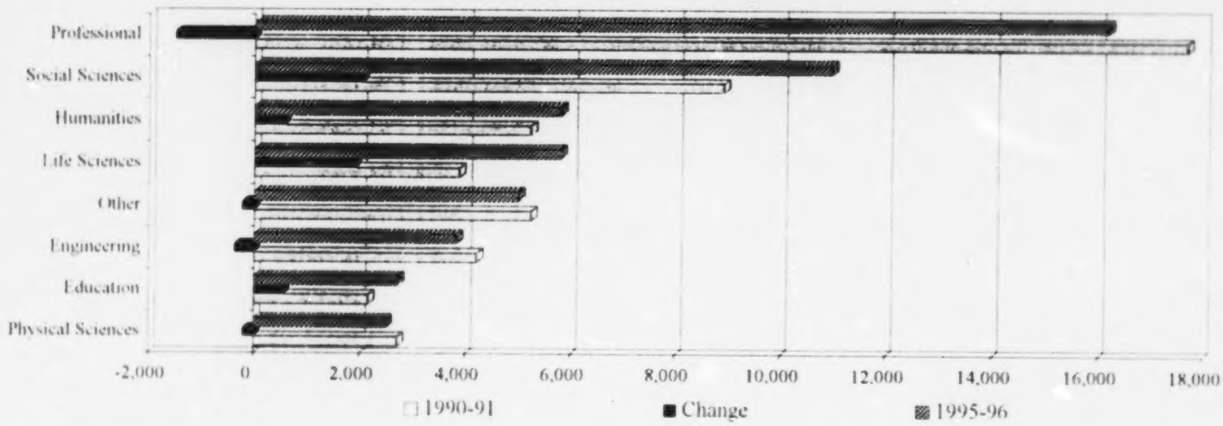
Related Measures: Measure V.C.1. provides information on associate degrees awarded by the California Community Colleges and V.C.1 and C.2. present the same data on baccalaureate degrees.

Comparison Group: The five-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: The number of pre-baccalaureate certificates awarded decreased slightly in 1995-96. While the overall number of certificates decreased, most discipline areas showed some improvement. Over the last six years, certificates awarded decreased only in the areas of Engineering and Education. Over this period, the largest numerical increase occurred in the Professional Programs while the largest proportional growth happened in the Social Sciences.

D.1.

Baccalaureate Degrees Awarded at the California State University by Discipline, 1990-91 to 1995-96, with Change Between 1990-91 and 1995-96



Baccalaureate Degrees by Major Discipline Areas	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Change from 1991	to 1996
Education	2,163	2,420	2,644	2,513	2,563	2,722	559	25.8 %
Engineering	4,218	4,311	4,407	4,097	4,003	3,833	-385	-9.1 %
Humanities	5,240	5,931	6,174	6,027	5,838	5,814	574	11.0 %
Life Sciences	3,887	4,481	4,989	5,332	5,549	5,806	1,919	49.4 %
Physical Sciences	2,716	2,665	2,787	2,648	2,566	2,500	-216	-8.0 %
Professional	17,685	18,399	18,489	18,193	17,056	16,173	-1,512	-8.5 %
Social Sciences	8,912	9,987	10,661	11,181	10,824	10,962	2,050	23.0 %
Liberal Arts/Interdisciplinary Studies	5,247	5,471	5,514	5,367	5,108	5,009	-238	-4.5 %
Baccalaureates Awarded	50,068	53,665	55,665	55,358	53,507	52,819	2,751	5.5 %
Annual Change		7.2 %	3.7 %	-0.6 %	-3.3 %	-1.3 %		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the California State University, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees earned over the last six years reflecting changes in students' majors.

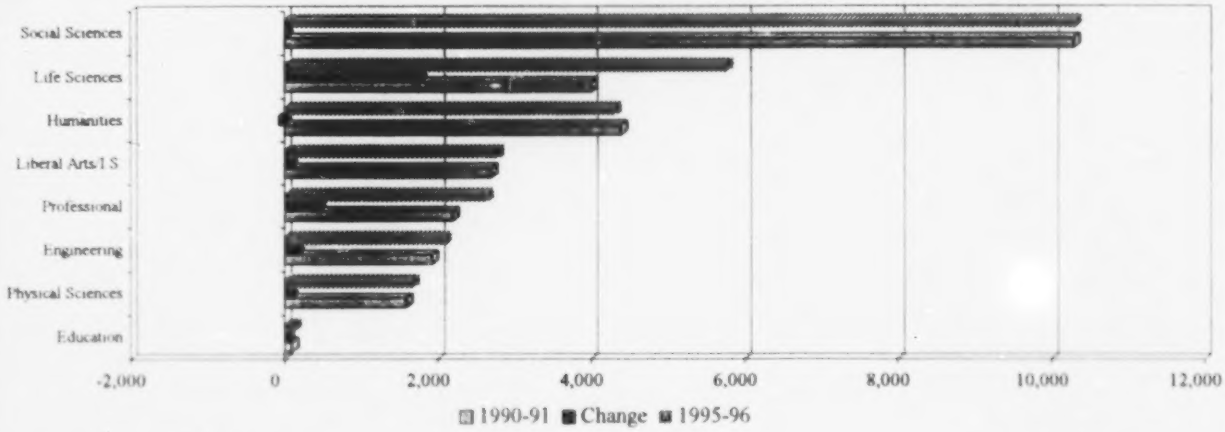
Related Measures: Measure V.D.2. provides this same information for baccalaureates earned at the University of California and V.E.1 and E.2. present the same data on Masters degrees.

Comparison Group: The six-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: The number of baccalaureate degrees awarded by the State University declined for the second year in 1995-96. The largest decreases occurred in Engineering and the Professional programs both in the current year and over the last six years. These declines were at least partially offset by increases in the Social Sciences and the Life Sciences and, to a lesser extent, by increases in Education and Humanities.

D.2.

Baccalaureate Degrees Awarded at the University of California by Discipline , 1990-91 to 1995-96, with Change Between 1990-91 and 1995-96



Baccalaureate Degrees by Major Discipline Areas	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Change from 1991 to 1996	
Education	99	112	133	134	152	142	43	43.4 %
Engineering	1,922	1,937	2,168	2,078	2,160	2,092	170	8.8 %
Humanities	4,388	4,862	5,217	4,955	4,541	4,313	-75	-1.7 %
Life Sciences	4,003	4,481	4,841	5,256	5,503	5,770	1,767	44.1 %
Physical Sciences	1,585	1,658	1,694	1,604	1,568	1,674	89	5.6 %
Professional	2,191	2,503	2,700	2,996	2,325	2,641	450	20.5 %
Social Sciences	10,285	11,171	11,255	10,903	10,323	10,308	23	0.2 %
Liberal Arts/Indiscp. Studies	2,693	2,907	3,122	2,850	3,125	2,781	88	3.3 %
Baccalaureates Awarded	27,166	29,631	31,130	30,776	29,700	29,721	2,555	9.4 %
Annual Change		9.1 %	5.1 %	-1.1 %	-3.5 %	0.1 %		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the University of California, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees awarded over the last six years reflecting changes in students' majors.

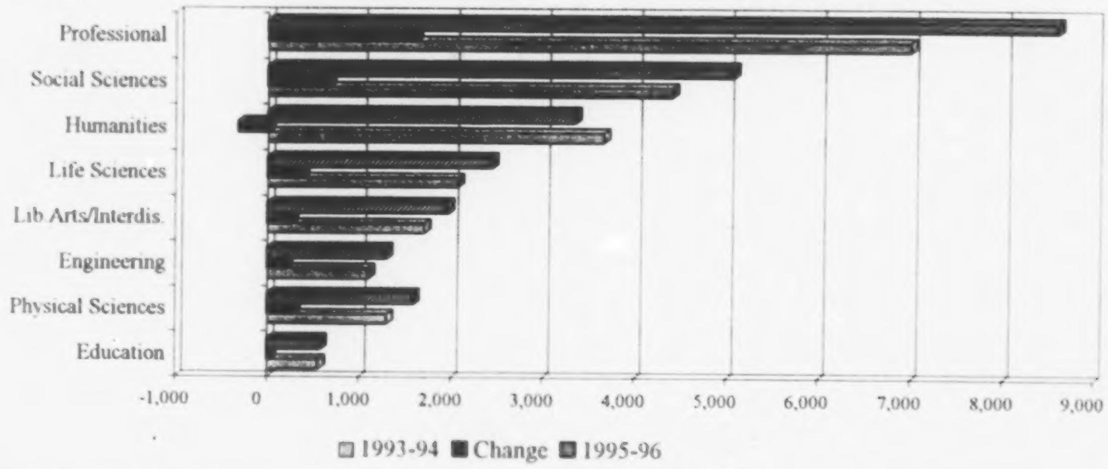
Related Measures: Measure V.D.1. provides this same information for baccalaureates earned at the California State University and V.E.1 and E.2. present the same data on Masters degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: Reversing a recent trend, the number of baccalaureate degrees awarded by the University increased slightly in 1995-96. Growth in the numbers of degrees awarded in the Life Sciences, the Physical Sciences, and Professional programs were only partially offset by decreases in Engineering, Humanities, and the Liberal Arts. Over the last six years, degrees have increased overall by 9.4 percent with the largest increases occurring in the Life Sciences and Professional programs. Only in Humanities has the number of degrees declined over the six year period.

D.3.

Baccalaureate Degrees Awarded at the California Independent Colleges and Universities, by Discipline, 1993-94 to 1995-96, with Change Between 1993-94 and 1995-96



Baccalaureate Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	Change from 1994 to 1996	
Professional	6,987	8,258	8,585	1,598	22.9%
Social Sciences	4,405	5,016	5,063	658	14.9%
Humanities	3,658	3,814	3,338	-320	-8.7%
Life Sciences	2,068	2,261	2,439	371	17.9%
Liberal Arts/Interdisciplinary	1,706	1,634	1,961	255	14.9%
Engineering	1,096	1,194	1,287	191	17.4%
Physical Sciences	1,299	1,630	1,580	281	21.6%
Education	556	647	572	16	2.9%
Total Baccaluareate Degrees Awarded	**21,775**	**24,454**	**24,825**	3,050	14.0%
Annual Change		12.3%	1.5%		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the independent colleges and universities in California, as reported to the Commission.

Use(s) of Measure: This measure describes the disciplines in which baccalaureate degrees were awarded by independent institutions as an indicator of students career interest.

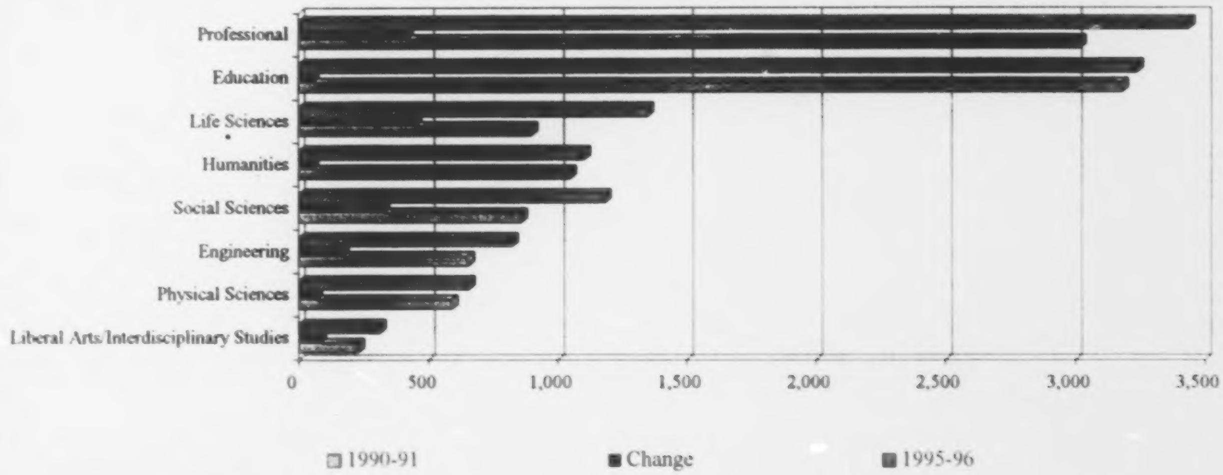
Related Measures: Measure V.D.1. and 2. provides this same information for baccalaureates earned at the public universities and V.E. 3 shows the same information for Masters degrees.

Comparison Group: The two-year trend data provide a prelimiary view of changes in degrees earned by discipline

Analysis: The number of baccalaureate degrees awarded in 1995-96 increased slightly over last year and nearly 5 percent over 1993-94. Current year increases occurred in all discipline areas except Humanities, the Physical Sciences, and Education. Compared to two years ago, only Humanities and Professional programs awarded fewer degrees. The largest increases occurred in the Life Sciences, the Physical Sciences and the Liberal Arts.

E.1.

Master's Degrees Awarded at the California State University by Discipline, 1990-91 to 1995-96, with Change Between 1990-91 and 1995-96



Masters Degrees by Major Discipline Areas	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Change from 1991 to 1996	
Education	3,179	3,229	3,493	3,601	3,327	3,236	57	1.8 %
Engineering and Related Technologies	653	765	902	890	765	823	170	26.0 %
Humanities	1,047	1,109	1,322	1,221	1,158	1,103	56	5.3 %
Life Sciences	898	1,034	1,152	1,460	1,301	1,349	451	50.2 %
Physical Sciences	588	610	597	595	534	656	68	11.6 %
Professional	3,015	3,298	3,630	3,562	3,605	3,437	422	14.0 %
Social Sciences	858	956	1,077	1,089	1,082	1,185	327	38.1 %
Liberal Arts/Interdisciplinary Studies	226	228	274	260	308	310	84	37.2 %
Total Masters Degrees Awarded	10,464	11,264	12,447	12,678	12,080	12,099	1,635	15.6 %
Annual Change		7.6 %	10.5 %	1.9 %	-4.7 %	0.2 %		

Definition of Measure: Number of Masters degrees awarded by major discipline by the California State University, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.

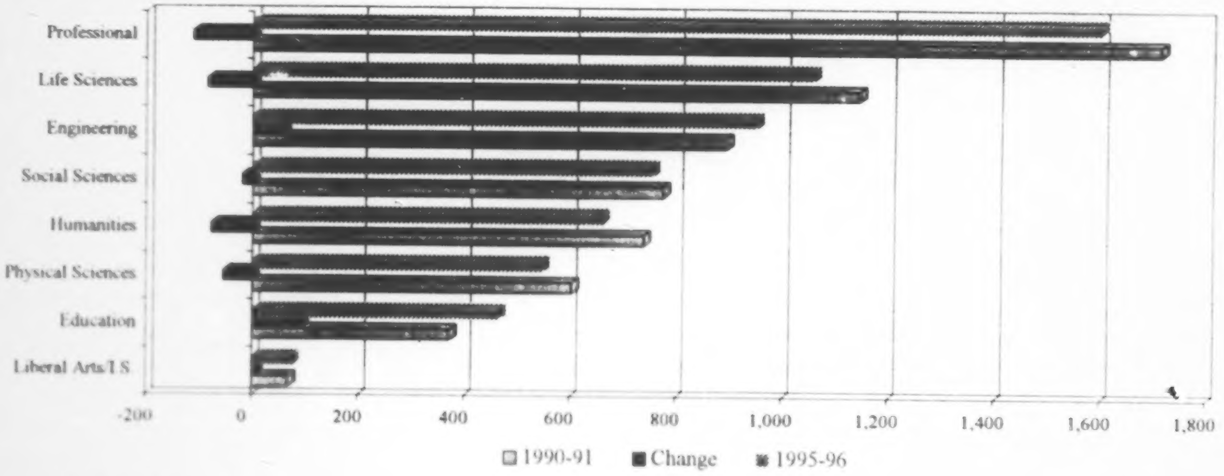
Related Measures: Measure V.E.2. provides this same information for Masters degrees awarded at the University of California and V.D.1 and D.2. present the same data on baccalaureate degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: In 1995-96, the overall increase in Masters degrees awarded was very small. Discipline areas that showed one-year improvement were the Life Sciences, the Physical Sciences and the Social Sciences. These increases were almost offset by a sizable decrease in Professional Masters and smaller decreases in Education and Humanities. Over the last six years, degrees in all discipline areas increased with the largest growth occurring in the Life Sciences and the Social Sciences.

E.2.

Master's Degrees Awarded at the University of California by Discipline, 1990-91 to 1995-96, with Change Between 1990-91 and 1995-96



Masters Degrees by Major Discipline Areas	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Change from 1991 to 1996	
Education	372	392	390	390	346	466	94	25.3 %
Engineering	894	885	965	1,012	980	952	58	6.5 %
Humanities	739	826	720	770	647	661	-78	-10.6 %
Life Sciences	1,145	1,131	1,118	1,114	1,124	1,059	-86	-7.5 %
Physical Sciences	603	535	586	616	553	548	-55	-9.1 %
Professional	1,713	1,852	1,739	1,818	1,600	1,600	-113	-6.6 %
Social Sciences	776	810	833	906	797	756	-20	-2.6 %
Liberal Arts/Indiscp. Studies	69	62	66	19	60	76	7	10.1 %
Total MA Degrees Awarded	6,311	6,493	6,417	6,645	6,109	6,118	-193	-3.1 %
Annual Change		2.9 %	-1.2 %	3.6 %	-8.1 %	0.1 %		

Definition of Measure: Number of Masters degrees awarded by major discipline by the University of California, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.

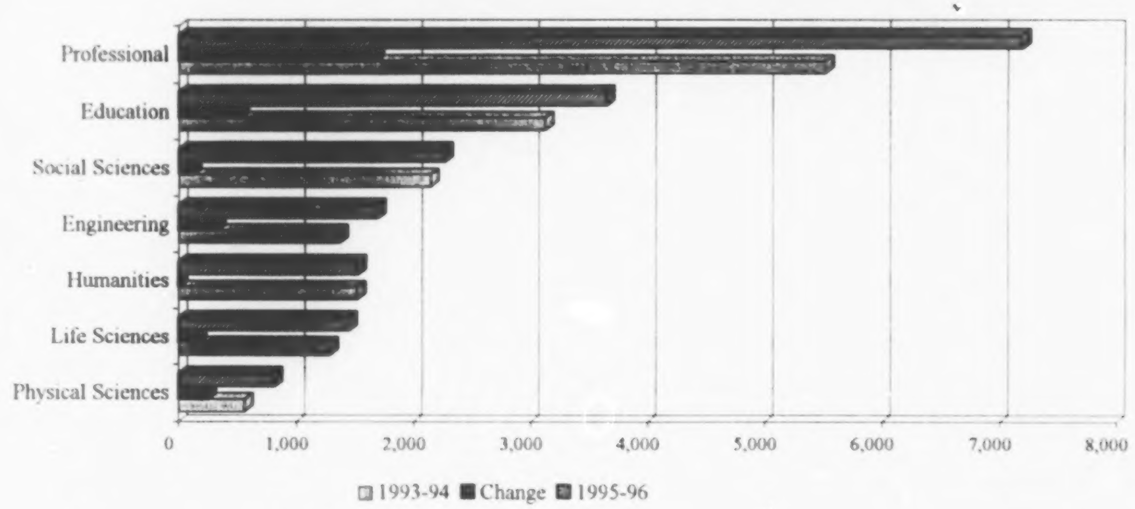
Related Measures: Measure V.E.1. provides this same information for Masters degrees awarded at the California State University and V.D.1 and D.2. present the same data on baccalaureate degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: The number of Masters degrees awarded by the University similarly showed a slight increase in 1995-96 but remained substantially below the number of degrees awarded six years ago. Current year increases occurred in Education, Humanities, and Liberal Art/Interdiscipinary Studies. Over the six-year period, the only discipline areas that increased were Education, Engineering, and the Liberal Arts.

E.3.

Master's Degrees Awarded at the California Independent Colleges and Universities by Discipline, 1993-94 and 1995-96, with Change Between 1993-94 and 1995-96

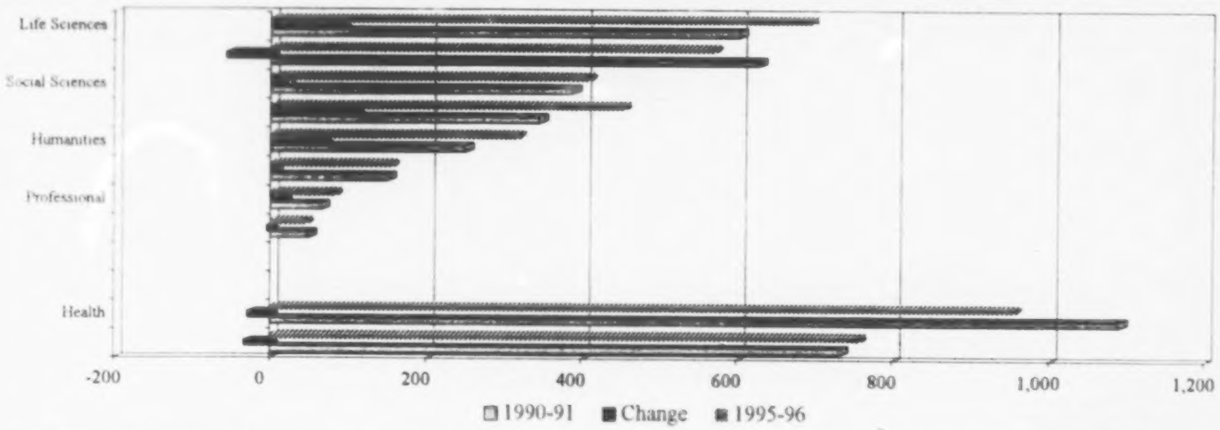


Masters Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	Change from 1994 to 1996	
Professional	5,518	7,166	7,190	1,672	30.3%
Education	3,126	3,435	3,645	519	16.6%
Social Sciences	2,143	2,141	2,258	115	5.4%
Engineering	1,366	1,767	1,689	323	23.6%
Humanities	1,521	1,759	1,521	0	0.0%
Life Sciences	1,283	1,728	1,442	159	12.4%
Physical Sciences	559	836	804	245	43.8%
Liberal Arts/Interdiscip.	108	166	200	92	85.2%
Total Masters Degrees Awarded	**15,624**	**18,998**	**18,749**	3,125	20.0%
Annual Change		21.6%	-1.3%		

Definition of Measure:	Number of Masters degrees awarded by major discipline by independent colleges and universities, as reported to the Commission.
Use(s) of Measure:	This measure describes the disciplines in which Masters degrees were awarded by independent institutions as an indicator of students career interest.
Related Measures:	Measure V.E.1. and 2. provides this same information for Masters degrees awarded at the public universities and V.D.3 present the same data on baccalaureate degrees.
Comparison Group:	The two-year trend data provide a prelimiary view of changes in degrees earned by discipline
Analysis:	A small decrease in the number of Masters degrees awarded by independent colleges and universities occurred in 1995-96. Increases in degrees awarded in Education, the Social Science, and Liberal Arts were more than offset by decreases in all other discipline areas. All discipline areas except Humanities showed increases over their 1993-94 levels.

F.1.

Doctoral and First Professional Degrees Awarded at the University of California by Discipline, 1990-91 to 1995-96, with Change Between 1990-91 and 1995-96

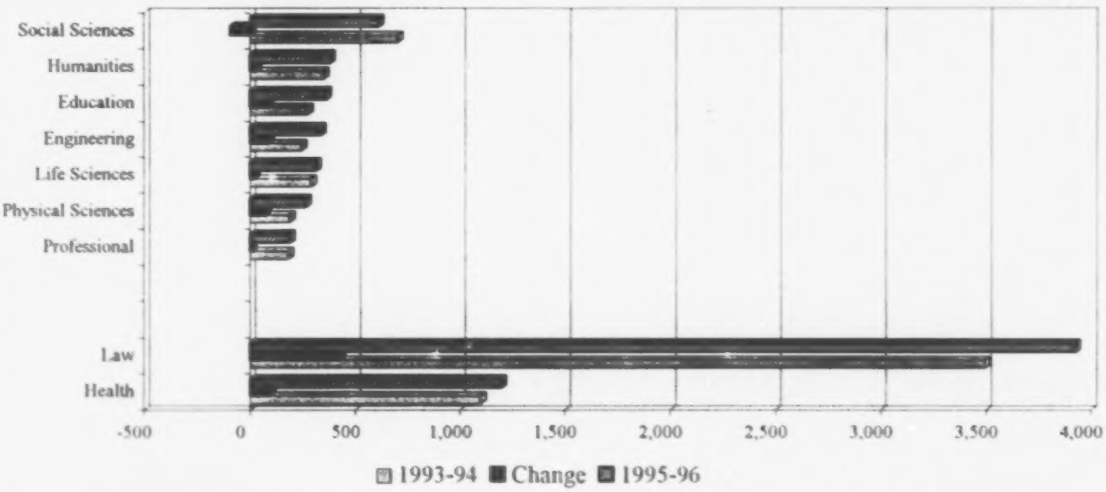


Doctorate Degrees by Major Displine Areas	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Change from 1991 to 1996	
Education	150	133	141	143	165	155	5	3.3 %
Engineering	345	393	445	455	434	453	108	31.3 %
Humanities	250	287	283	324	307	318	68	27.2 %
Life Sciences	602	621	642	691	700	693	91	15.1 %
Physical Sciences	627	595	587	623	578	570	-57	-9.1 %
Professional	65	70	90	85	84	82	17	26.2 %
Social Sciences	388	386	456	456	504	408	20	5.2 %
Liberal Arts/Indiscp. Studies	49	42	31	50	42	45	-4	-8.2 %
Total Doctorates Awarded	2,476	2,527	2,675	2,827	2,814	2,724	248	10.0 %
Annual Change		2.1 %	5.9 %	5.7 %	-0.5 %	-3.2 %		
First Professional Degrees								
Health Professions / Related Sciences	1,090	1,065	1,063	1,131	1,066	955	-135	-12.4 %
Law	733	728	785	669	737	757	24	3.3 %

Definition of Measure:	Number of doctorates by major discipline and first professional degrees in health and law awarded by the University of California, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of doctorates and first professional degrees awarded over the last six years reflecting changes in student choice and opportunities.
Related Measures:	Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.
Comparison Group:	This six-year span provides information on different cohorts of doctoral students while the discipline groups show trend data across disciplines.
Analysis:	The number of doctorates awarded by the University declined by 3 percent in 1995-96 but remained 10 percent above their level six years ago. All areas showed current year decreases except Engineering, Humanities, and the Liberal Arts/Interdisciplinary Studies. The most precipitious decline occurred in the Social Sciences. Only the Physical Sciences showed a current year and six-year decline. Law degrees increased slightly in the current year as well as compared to six years ago. Health related professional degrees were at their lowest level in six years.

F.2.

Doctorate and Professional Degrees Awarded at California Independent Colleges and Universities By Discipline, 1993-94 and 1995-96, with Change Between 1993-94 and 1995-96

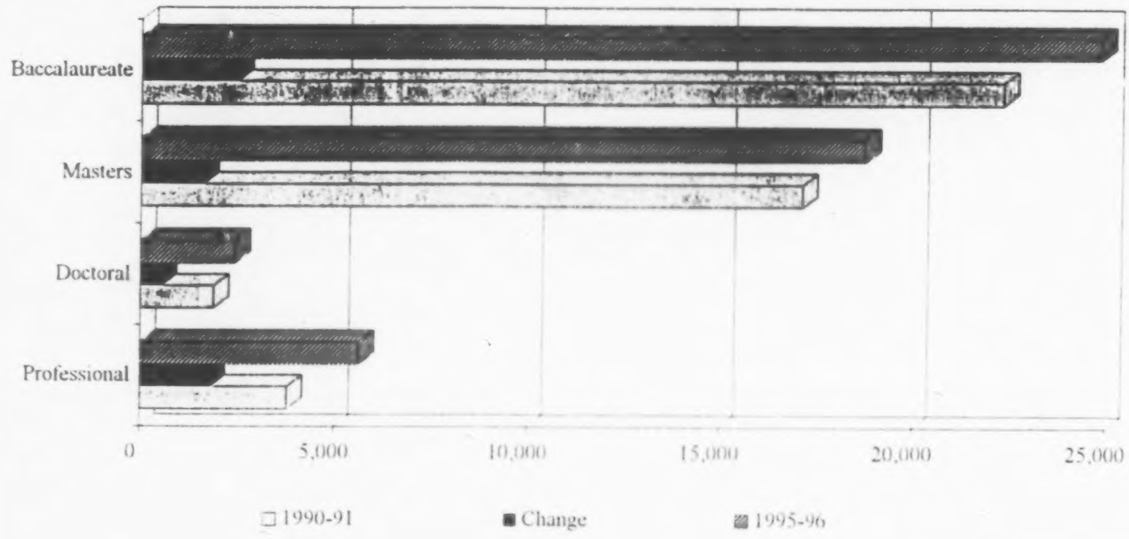


Doctorate Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	Change from 1994 to 1996	
Social Sciences	701	708	608	-93	-13.3%
Education	274	356	360	86	31.4%
Engineering	245	338	333	88	35.9%
Humanities	349	373	376	27	7.7%
Physical Sciences	189	316	263	74	39.2%
Professional	182	148	186	4	2.2%
Life Sciences	291	200	311	20	6.9%
Liberal Art/Interdisciplinary	15	10	8	-7	-46.7%
Total Doctorates Awarded	**2,246**	**2,449**	**2,445**	199	8.9%
Professional Degrees					
Health Professional	1,100	1,365	1,193	93	8.5%
Law Professional	3,494	4,044	3,923	429	12.3%

Definition of Measure:	Number of doctorates by major discipline and first professional degrees awarded by independent colleges and universities, as reported to the Commission.
Use(s) of Measure:	This measure describes the disciplines in which doctorates and first professional degrees were awarded by independent institutions as an indicator of students career interest.
Related Measures:	Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.
Comparison Group:	The two-year trend data provide a preliminary view of students' majors that will be supplemented as consistent data become available.
Analysis:	Relatively no change occurred in the number of doctorates awarded in 1995-96. A relatively large decrease in the Social Sciences and a somewhat smaller decrease in the Physical Sciences were nearly offset by increases in the Life Sciences and Professional programs. While both Law and Health related Professional degrees decreased from their level last year both were above their 1993-94 levels.

G.

Degrees Awarded at the California Independent Colleges and Universities, 1990-91 to 1995-96, with Change Between 1990-91 and 1995-96



Degrees by Level	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Change from 1991 to 1996	
Baccalaureate	22,319	22,150	21,308	23,716	24,454	24,825	2,506	11.2 %
Masters	17,127	17,378	17,834	17,944	18,998	18,749	1,622	9.5 %
Doctoral	1,899	1,878	2,133	2,246	2,449	2,445	546	28.8 %
Professional*	3,805	4,157	4,195	4,594	5,409	5,116	1,311	34.5 %

* Medicine, Law and Theology

Definition of Measure: Number of degrees awarded by level by 70 California independent colleges and universities, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of degrees awardeded over the last six years at these 70 AICCU institutions.

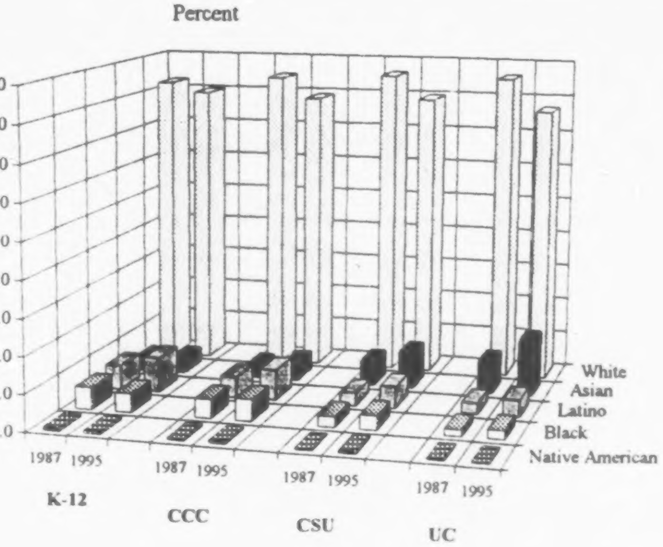
Related Measures: Measure V.D.1 to E.2. provides this same information for public postsecondary education.

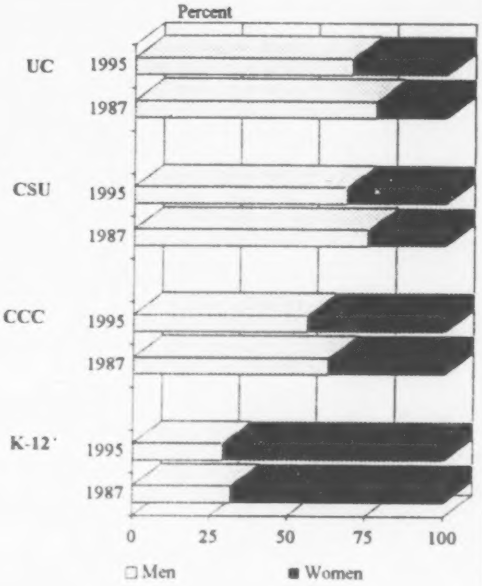
Comparison Group: The six-year span provides information on two relatively different student cohorts.

Analysis: The number of degrees awarded at all levels in 1995-96 by independent colleges and universities was relatively stable except for the small decrease in first professional degrees. However, over the last six years, the numbers of degrees awarded at all levels grew substantially.

H.

Composition of Full-time Instructional Faculty in California Public Education, 1987 and 1996





	K-12 Public Schools		California Community Colleges		California State University		University of California	
	1987	1997	1987	1995	1987	1995	1987	1997
Men	31.7	28.4	62.9	56.1	75.2	68.3	77.5	69.0
Women	68.3	71.6	37.1	43.9	24.8	31.7	22.5	31.0
Asian	4.2	4.7	3.9	6.0	7.3	10.3	9.2	16.3
Black	6.1	5.1	5.2	5.7	2.8	3.9	1.8	2.4
Latino	6.9	10.6	5.8	8.4	3.6	6.0	3.1	4.6
Native American	0.8	0.8	0.6	1.1	0.5	0.6	0.2	0.3
White	82.2	78.8	84.5	78.8	85.8	79.3	85.7	76.4

Definition of Measure:	Gender and racial/ethnic composition of full-time instructional faculty at the State's public schools, colleges, and universities as reported by each system.
Use(s) of Measure:	This measure describes changes in the gender and recial/ethnic composition of the faculties of the State's public institutions of education.
Related Measures:	Measure I.B. describes the composition of the State's population and Measures III.A. and IV.B. provide a comparison with the composition of the student populations served.
Comparison Group:	Changes in faculty composition over a five-year period of time shows trends.
Analysis:	Women continued to increase their presence among full-time faculty in all public educational systems in California, even in K-12 where they now exceed 71 percent of the faculty. While faculty from other racial-ethnic groups have increased their presence at the State's public institutions, White faculty members continued to comprise over 75 percent of the full-time faculty.

APPENDIX: AB 1808 (Chapter 741, Statutes of 1991)

Assembly Bill No. 1808

CHAPTER 741

An act to add Chapter 4.5 (commencing with Section 99180) to Part 65 of the Education Code, relating to postsecondary education.

[Approved by Governor October 8, 1991. Filed with Secretary of State October 9, 1991.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1808, Hayden. Higher education accountability programs.

Existing law contains various provisions with respect to the accountability of higher education programs.

This bill would require the University of California, the California State University, and the California Community Colleges to each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies, and to submit this information to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission prior to March 1, 1992. The imposition of this requirement on community colleges would create a state-mandated local program.

(2) The bill would require the commission to review and comment on the utility of these required reports and to offer recommendations for consolidating or eliminating existing reporting requirements, to submit a higher education report to the Legislature and the Governor on or before November 15, 1994, and annually thereafter, which provides specified information to the citizens of the state on the significant indicators of performance of the public colleges and universities, and to develop and adopt a format for the annual higher education report and the information to be included.

(3) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates which do not exceed $1,000,000 statewide and other procedures for claims whose statewide costs exceed $1,000,000.

This bill would provide that, if the Commission on State Mandates determines that this bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to those statutory procedures and, if the statewide cost does not exceed $1,000,000, shall be made from the State Mandates Claims Fund.

The people of the State of California do enact as follows:

SECTION 1. Chapter 4.5 (commencing with Section 99180) is added to Part 65 of the Education Code, to read:

CHAPTER 4.5. HIGHER EDUCATION ACCOUNTABILITY PROGRAM

99180. (a) It is the intent of the Legislature that demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money.

(b) It is further the intent of the Legislature that public and private institutions of higher education express expectations of student performance in a manner that is clear to students.

(c) It is further the intent of the Legislature that existing accountability requirements be strengthened through the elimination of unnecessary and redundant reports submitted by the educational institutions to various state agencies. The elimination of these unnecessary reports will save money and allow the institutions to focus their efforts on only the most important reporting requirements.

99181. The University of California, the California State University, and the California Community Colleges shall each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies. The purpose of each report shall be identified, as well as the costs associated with production of the report. Prior to March 1, 1992, this information shall be submitted to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission. The California Postsecondary Education Commission shall review and comment on the utility of the required reports identified by the educational institutions, and offer recommendations for consolidating or eliminating existing reporting requirements in order to reduce operating expenses and streamline reporting provisions.

99182. (a) On or before November 15, 1994, and each November 15 thereafter, the California Postsecondary Education Commission shall submit a higher education report to the Legislature and the Governor which provides information to the citizens of the state on the significant indicators of performance of the public colleges and universities. This annual report shall be presented in a readable format. Prior to publication, the commission shall distribute a draft of the report to all public colleges and universities for comment.

(b) The commission, in cooperation with the public colleges and universities, shall develop and adopt a format for the higher education report specified in subdivision (a) and the information to be included. The following types of information shall be considered for inclusion in the report with respect to public universities:

(1) The retention rate of students.

(2) The proportion of lower division instructional courses taught by tenured and tenure-track faculty.

(3) The minimum number of hours per semester required to be spent by faculty in student advisement.

(4) The proportion of graduate and undergraduate students participating in sponsored research programs.

(5) Placement data on graduates.

(6) The proportional changes in the participation and graduation rates of students from groups historically underrepresented in higher education.

(7) The proportion of graduate students who received undergraduate degrees (A) at the institution, (B) within the state, (C) within the United States, and (D) from other nations.

(8) The number of full-time students who have transferred from a California community college.

(9) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.

(10) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.

(c) The following types of information shall be considered for inclusion in the report with respect to public community colleges:

(1) The retention rate of students.

(2) The proportion of remedial or developmental education courses taught by full-time faculty.

(3) The number of hours per student per semester spent by faculty in student advisement.

(4) Placement data on graduates.

(5) The proportional change in the participation and graduation rate of students from groups historically underrepresented in higher education.

(6) The number of students who have transferred into a four-year, postsecondary institution, by ethnicity and gender.

(7) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.

(8) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.

SEC. 2. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars ($1,000,000), reimbursement shall be made from the State Mandates Claims Fund. Notwithstanding Section 17580 of the Government Code, unless otherwise specified in this act, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 16 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Five others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of April 1998, the Commissioners representing the general public are:

Guillermo Rodriguez, Jr., San Francisco; *Chair*
Melinda G. Wilson, Torrance; *Vice Chair*
Mim Andelson, Los Angeles
Alan S. Arkatov, Los Angeles
Henry Der, San Francisco
Lance Izumi, San Francisco
Kyo "Paul" Jhin, Malibu
Bernard Luskin, Encino
Jeff Marston, San Diego

Representatives of the segments are:

Kyhl Smeby, Pasadena; appointed by the Governor to represent the Association of Independent California Colleges and Universities;

Joe Dolphin, San Diego; appointed by the Board of Governors of the California Community Colleges;

Gerti Thomas, Albany; appointed by the California State Board of Education;

Ralph Pesqueira, San Diego; appointed by the Trustees of the California State University; and

David S. Lee, Santa Clara; appointed by the Regents of the University of California.

The two student representatives are:

Stephen R. McShane, San Luis Obispo
John E. Stratman, Jr., Orange

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it discusses and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of Executive Director Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933.

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1997

Commission Report 98-2

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Summaries of these reports are available on the Internet at http://www.cpec.ca.gov. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

1997

97-3 *A Review of the Proposed Watsonville Center -- An Educational Center of the Cabrillo Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1997)

97-4 *A Review of the Proposed Academy of Entertainment and Technology -- An Educational Center of the Santa Monica Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1997)

97-5 *A Review of the Proposed North County Center in Paso Robles -- An Educational Center of the San Luis Obispo County Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1997)

97-6 *California Postsecondary Education Commission Workplan, 1996 Through 2000 (1997 Update)* (June 1997)

97-7 *Student Profiles, 1997: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (August 1997)

97-8 *Fiscal Profiles, 1997: The Seventh in a Series of Factbooks About the Financing of California Higher Education* (October 1997)

97-9 *Eligibility of California's 1996 High School Graduates for Admission to the State's Public Universities: A Report of the California Postsecondary Education Commission* (December 1997)

97-10 *Eligibility of California's 1996 High School Graduates for Admission to the State's Public Universities -- Executive Summary: A Report of the California Postsecondary Education Commission* (December 1997)

1998

98-1 *A Master Plan for Higher Education in California, 1960-1975* (April 1998)

98-2 *Performance Indicators of California Higher Education, 1997: The Fourth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (April 1998)

PERFORMANCE INDICATORS
OF CALIFORNIA HIGHER EDUCATION

Commission
Report 98-2